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THE PLACEMENT OF STUDENTS IN TEACHING POSITIONS AS CARRIED ON BY HIGHER EDUCATIONAL INSTITUTIONS—INCLUDING NORMAL SCHOOLS, TEACHERS COLLEGES, COLLEGES, AND UNIVERSITIES

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#### CHAPTER I

#### INTRODUCTION

The importance of the teacher in the educational program of a nation can hardly be exaggerated. Since 1839, when the first normal school was established in the United States, educators in this country have contended for teachers who were trained in the "art of teaching." At the present time, the training of teachers occupies one of the most important places in the program of higher education in America. One of the objectives toward which the National Education Association is working is "a well trained teacher for every classroom in America."

One consideration which affects successful teaching in the class-room and the administration of the school system is whether or not the teacher or administrator is working in that position for which he has been prepared. That is, if a teacher is to do his best work, he must not be handicapped by being in a position for which he has had no special preparation or where the environmental conditions are such as to make it impossible for him to give the best that he has to the work. A person who would probably make an outstanding success in one field of teaching, because he has been prepared for that field, may make a failure if he attempts to teach something for which he has not been trained. 1

Several conditions may be responsible for this situation: In his desire to secure a position, the beginning teacher may accept a position for which he is not prepared; because well qualified teachers do not always apply for the position, a school board sometimes elects one who has not been trained for the specific position; or in its desire to place all of its graduates, the institution in which the teacher receives his training sometimes nominates him for a position

<sup>1.</sup> Teacher Demand and Supply. Research Bulletin of the National Educational Association, Vol. IX, No. 2, Nov. 1931, p. 364.

for which he has not been adequately prepared. The effect of this mis-placement of beginning teachers on the standard of teaching is obvious.

Not only is the standard of teaching lowered when teachers are mis-placed, and failure results, but the institution which trains the prospective teacher, and which, in some cases, is instrumental in placing him in his first position, is made to suffer. Institutions which educate teachers, in an attempt to protect their own interests, might well exert every effort possible to place their students properly. That they are exercising this privilege in many institutions is revealed in this investigation.

The local school board is expected to represent the people of a community. It faces the responsibility of spending the tax payer's money and should spend it where it will do the greatest amount of good. The school board, therefore, should exercise the greatest care possible to see that it selects teachers who are qualified for the positions they hold. In those cases where the teachers are secured directly from educational institutions, this is possible to the extent that there is cooperation between the employer and the institution which trains the teachers. Through its placement program, the institution may be of assistance to the employers in securing qualified teachers.

Last, but most important, the welfare of society as a whole depends to a certain extent upon the proper placing of teachers. If a teacher is mis-placed, and poor teaching results, the children are the ones who suffer most. It is the duty of all concerned to see that their interests are protected.

That college authorities appreciate the importance of the proper placing of students in teaching positions is evident from the interest that they are now taking in the field. (See Chapters II and III of this report).

#### HISTORY OF TEACHER PLACEMENT

Brogan traces the development of teacher placement activities in this country.<sup>2</sup> The following quotation from his study reveals

2. Brogan, Whit. The Work of Placement Officers in Teacher Training Institutions, pp. 3-7.

that teacher placement originated as a commercial enterprise and has but recently been put on a professional basis by being made a definite part of the teacher training program:

"The first teacher placement organizations were more commercial than professional. In 1835 there was organized in Philadelphia the American Association for the supply of Teachers. . . . . The placement work gradually increased in importance until in 1839 a permanent secretary was appointed and a fee of 5 per cent of one year's salary was paid for all placements. Two and one-half per cent was paid by the employer and 2.5 per cent by the employee. . . . . On November 4, 1846, a commercial teacher's agency was opened by Samuel Whitcomb, Jr., at No. 1 Montgomery Place, Boston. . . . . . Allen found evidence of nearly 200 commercial agencies operating in the United States between 1870 and 1890."3

Brogan states that placement work in the early normal schools was of a haphazard sort, with a secretary or clerk furnishing a report of the record of the student where such was necessary. State universities have taken the lead in establishing teacher placement bureaus with a definite organization. The first of these was established in the University of Nebraska in 1892. Five state-operated placement bureaus were established prior to 1917; 18 had been established by 1920; and by 1930, 24 states had provided some form of placement service through the state department of education.<sup>4</sup> Anderson and Litchen found that 80.7 per cent of the state institutions which replied to their inquiry had definite programs for the placing of students in teaching positions in 1925.<sup>5</sup>

During the past few years a number of institutions have developed a department or division of personnel for the purpose of coordinating the admissions, guidance, placement, and follow-up activities of the institution. In such institutions, placement (whether teacher placement or some other type) is considered but one of a group of related activities involving the welfare of the student from the time he first makes contact with the institution until he is successfully adjusted in the work for which he has been prepared.

<sup>3.</sup> Ibid. pp. 3-4.

<sup>4.</sup> McCarroll, E., and McCloud, E. "Teacher Placement by State Agencies." Educational Research Bulletin. 9:247-250, April 30, 1930.

<sup>5.</sup> Anderson, E. W., and Litchen, R. E., "The Status of the State College Teacher Placement Bureau." School and Society, 28:728-32, June 16, 1928.

Townsend<sup>6</sup> found that three per cent of the state teachers colleges included in his investigation have a Personnel Director who acts as the general coordinating officer for all phases of student personnel, of which teacher placement is a part.

This theory of coordinated personnel activity for which the institution is responsible is ably expressed by Lloyd-Jones:

By personnel work is meant not merely vocational counseling or placement or freshmen orientation or tests and measurements or sectioning or research or interviewing. It rather includes all of these. Personnel work is the coordination and concentration of all the resources of the institution together with the information afforded by scientific investigations for the purpose of furthering the best interests of each individual in all of his aspects.<sup>7</sup>

While most authorities agree that the college is responsible for assisting graduates in securing positions, there seems to be no clear idea as to the specific place which teacher placement should have in the program of teacher training. Some institutions have been spending thousands of dollars annually in an attempt to place their students in desirable positions, while other institutions of the same type have been spending practically nothing. One institution regards placement and follow-up as a definite part of its training program, while another of like standing disregards them almost altogether. Although it is known that such conditions prevail in specific institutions, no study has been made of teacher placement as carried on by all institutions that prepare teachers. An analysis of conditions as they exist is essential in affording a starting point in setting up principles by which to direct placement activities. Such a survey will enable one institution to compare its placement work with that in other institutions of the same type.

#### Previous Studies

A few important contributions have been made in the field of teacher placement. Attention has been directed to the study of the work of placement officers in teacher training institutions by Brogan.

<sup>6.</sup> Townsend, M. E. The Administration of Student Personnel Service in Teacher Training Institutions in the United States. p. 44.

<sup>7.</sup> Lloyd-Jones, E. Personnel Work at Northwestern University. p. 207.

The purpose of his study can be understood from the following statement:

This study attempts to answer three questions. . . . . First: What information should placement offices furnish superintendents regarding candidates for positions? Second: What policies should govern the relationship of the placement office to: (1) the institution in which it is located; (2) the students of that institution; (3) employing officers; (4) the profession at large? Third: What shall be the objectives of a placement office to: (1) direct its functioning; (2) measure its service; (3) describe its scope of activities?

It will be noticed that Brogan was interested in determining the standards that should prevail in teacher placement and not so much in conditions as they exist at present. His data consisted largely of replies to a questionnaire sent to placement directors in teachers colleges and normal schools, 31 presidents of teachers colleges, and 87 selected city superintendents. He defended the use of the questionnaire in his study on the ground that it was used "only to collect opinion (italics mine) of those definitely interested in the problems," and that it was not used "to collect exact facts."

While the study contributes to an understanding of the work of a placement office and the policies which a selected group of individuals believe should direct the work, it is limited to teachers' colleges and normal schools and is admittedly a study of opinion. The present investigation will supplement that of Brogan by making it possible to compare conditions as they actually exist with those which the group of people he questioned believe should exist. Some of the more important comparisons are pointed out later.

A study which is of the survey type is that reported by Anderson and Litchen.<sup>9</sup> They sent an inquiry to 243 state colleges and secured data for the year September, 1925 to September, 1926. They reported the number of institutions maintaining placement bureaus, titles of officers in charge of placement, the amount of training they had, and the amount of time given to placement duties. They failed to describe how the work is administered where placement bureaus are not maintained. The study contributes to an understanding of placement activities in state institutions for the year 1926, but it is a well known fact that private colleges and

<sup>8.</sup> Op. cit. Brogan, p. 8.

<sup>9.</sup> Op. cit. Anderson and Litchen.

universities prepare a large per cent of our teachers. A survey, to be complete, should include a representative sampling from these institutions.

Another study of the survey type is that reported by Abel in the United States Bureau of Education Bulletin for 1921.<sup>10</sup> He gave the number of colleges with organized placement among 260 colleges and universities of all types which reported to the Office of Education at that time. It is primarily a study of teacher supply and demand but is of interest in connection with this investigation, in that it permits a comparison between conditions as they existed in 1920 and those existing at the present time.

In the report of the recent survey of the Land Grant Colleges and Universities, the placement activities of 45 institutions are briefly described.<sup>11</sup>

Conger investigated the adjustment service rendered by teachers colleges and liberal arts colleges. His report reveals what is being done and what might be done by a placement office in its follow-up program.<sup>12</sup>

A more recent study is that by Umstattd in which he reported the teacher placement activities in 166 educational institutions. <sup>13</sup> It is of particular interest in connection with this investigation that the data for the two studies were collected almost simultaneously and thus permit the comparison of findings. Where such comparisons are possible, they will be pointed out in the appropriate divisions of this report.

Several important studies have been made in the field of "teacher selection" and "supply and demand of teachers" in which the problem of cooperation between the teacher placement office and the employer are stressed, but the studies just cited are the most impor-

- 10. Abel, J. F. "Teacher Placement by Public Agencies." United States Bureau of Education Bulletin, 1921, No. 42, pp. 1-8.
- 11. Survey of Land Grant Colleges and Universities. Office of Education Bulletin, 1930, No. 9, pp. 130-1.
- 12. Conger, Napolean. Professional Adjustment Service Rendered by Teacher Training Institutions.
- 13. Umstattd, J. G. Teacher Placement in One Hundred Sixty-six Educational Institutions. (Bulletin).

tant published reports in the field of teacher placement considered from the standpoint of the institution doing the placing.

The scarcity of material on teacher placement is due, no doubt, to the fact that institutions which train teachers have but recently realized the importance of this phase of their program. Fee-charging agencies, admittedly commercial in origin and practice, have dominated the field. While it is not the purpose of this study to compare the placement activities of the commercial agencies and the teacher training institutions, it should be pointed out that the latter are supposed to be professional in origin and practice and, consequently, should be expected to protect the interests of all who are concerned. This, the fee-charging agency may find it difficult to do because it receives financial remuneration for its services.

#### THE OBJECTIVES OF THE PRESENT STUDY

The general objective of this investigation is to determine the status of teacher placement in those institutions of the United States which educate teachers, including teachers colleges, normal schools, colleges, and universities. A study of the literature in the field and interviews with some of those who are interested in the problem, led to a statement of the following specific questions, answers to which were thought to be fundamental in realizing the general objective.

- 1. What is the administrative organization through which teacher placement is effected? Specifically, who is responsible for teacher placement in the institution? How many institutions have a full time executive in charge of teacher placement? How much attention is given to the work as revealed through the amount of time given to it by the administration and the amount of money spent on it?
- 2. It was believed that a complete understanding of teacher placement is impossible without a knowledge of the policies which guide the work. Hence, what are the policies which direct the work of teacher placement in the various institutions?
- 3. What preparation have teacher placement directors had for their work?
- 4. What duties do directors of placement perform in addition to teacher placement duties?

5. How many students and employers are served annually by the teacher placement offices in the institutions which train teachers?

#### PROCEDURES EMPLOYED

In order to secure data from which answers to the preceding questions could be derived, INQUIRY 1 (Appendix A) was sent to all college and university presidents in the United States who had manifested a willingness to cooperate with the United States Office of Education in the National Survey of the Education of Teachers. This inquiry was made for the purpose of determining the type of administrative organization to be found in the various institutions and to secure the names of the persons in the institutions who were most familiar with the details of teacher placement.

INQUIRY II (Appendix B) was addressed to all placement directors in institutions which maintain some form of organized teacher placement, and which have prepared, during the past five years, 25 or more teachers (average) each year. This inquiry was sent for the purpose of determining the amount of time devoted to teacher placement activities, the amount of money spent, and the policies which direct the work.

INQUIRY III (Appendix C) was sent to all placement directors in those institutions which maintain a placement bureau or office with an executive in charge whose primary work is that of teacher placement, and to most of the state teachers colleges whether they maintained such an office or not. The purpose of this inquiry was to facilitate a more intensive study of the placement activities of a group of persons whose primary interest is that of placement.

In the analysis of the data and in making certain comparisons that will be found in this report, the following classification of institutions has been adopted:

- 1. State Teachers Colleges.
- 2. State Normal Schools.
- 3. State Universities.
- 4. Private Universities.
- 5. State Colleges.
- 6. Private Colleges.
- 7. Junior Colleges.

Most of the data have been tabulated according to whether they came from teachers colleges, normal schools, universities, or liberal arts colleges, since, in most cases, it was not practicable to make a finer classification. The returns from the junior colleges were omitted from all of the study except that part relating to administrative organization, since most of them prepare no teachers.

The disadvantages of the questionnaire method of investigation are too obvious to need discussion here. That the questionnaire can be defended when properly used and that it must be used in certain types of investigations will not be disputed. This method of procedure in the present study is defended on the following grounds:

- 1. Data had to be collected from hundreds of institutions. The data sheet method was the most practical way in which these institutions could be reached.
- 2. The questions did not ask for opinions but called for facts or statements of policy.
- 3. Since the investigation was to be made with the cooperation of the United States Office of Education and covered only those institutions that had manifested a willingness to cooperate in the National Survey of the Education of Teachers, it was felt that a ready response would be secured from the institutions. That this confidence was justified is evidenced by the fact that 81.8 per cent of the presidents replied to the inquiry sent to them, and over 75 per cent of the placement directors replied to the inquiry addressed to them.\* Considering the nature of the data called for, this is a very high per cent of replies and insures the representative nature of our results.

In addition to the inquiry sheets sent to the cooperating institutions, interviews were held with a selected group of placement directors. Many personal letters which were received from placement directors during the course of this study, comments on the inquiry sheets, and four years of experience as a placement director in a liberal arts college have also contributed to the conclusions and recommendations found in the report.

<sup>\*</sup>Several replies were received too late to be included in the report.

It should be mentioned that this study is based upon the following assumptions:

- 1. The placement of students in teaching positions is a legitimate function of the institutions doing the placing. It is assumed that there will be few who would question the right of the institution to carry on this work. In fact, the consensus of opinion among authorities in the field of guidance and personnel is that an institution has not fulfilled its obligations to the students which it trains until it has assisted them in securing the type of work for which they have been trained. 14
- 2. Certain fundamental priciples to direct the work are desirable. Just as guiding principles are necessary in any form of school administration if that administration is to be a success, 15 so it is assumed that certain policies and principles are essential in placement work. The most important contribution which this study makes, aside from the picturing of conditions in placement as they exist, is the formulating of a body of principles which might well be followed in placement activities.

<sup>14.</sup> Professional Preparation of Teachers for American Public Schools. Carnegie report. 1920.

<sup>15.</sup> Cubberly, E. P., Public School Administration, p. viii.

#### CHAPTER II

## THE ADMINISTRATIVE ORGANIZATION FOR TEACHER PLACEMENT

In order to determine the administrative organization through which students are placed in teaching positions, an inquiry sheet was sent to the presidents of 45 normal schools, 106 teachers colleges, 119 junior colleges, 295 colleges, 118 universities, and 32 miscellaneous colleges (city normal schools, private training schools, etc.) in the United States, all of which had expressed a willingness to cooperate in the National Survey of the Education of Teachers. This number, 715 in all, represents over 58 per cent of all of the institutions of college rank which are listed in the 1931 Educational Directory of the United States Office of Education. Table I gives the per cent of replies that were received from the various types of institutions.

Question 2 on the form used (see Appendix A) read:

"In some institutions a committee is responsible for the placing

of students in teaching positions. In others some department or some one faculty member is responsible. What is the administrative organization in your institution for teacher placement? We have no organized teacher placement. ( One of our faculty members gives part time to teacher ( placement. A department of the college (e. g. the education depart-( ment) supervises the work, the teachers in the department giving part time to teacher placement. Name of this department..... A faculty committee, the members of which give part time to placement duties, supervises teacher placement. An administrative officer (e. g. the dean, registrar, secretary) gives part time to teacher placement. We have a placement office or bureau with a full time executive in charge whose primary work is that of teacher placement.

Any other?....

TABLE I. NUMBER OF INQUIRIES SENT TO COOPERATING INSTITUTIONS TOGETHER WITH THE NUMBER AND PER CENT OF REPLIES

Type of Institution	Number of Inquiries Sent	Number of Replies	Per Cent
State Teachers Colleges State Normal Schools Universities Colleges Junior Colleges Miscellaneous	106 45 118 295 119 32	90 32 100 243 98 22	84.9 71.1 84.7 82.4 82.4 68.8
TOTAL	715	585	81.8

A study of Table II will reveal the type of administrative organization for teacher placement which is found in the various types of institutions.

TABLE II. TYPE OF ADMINISTRATIVE ORGANIZATION FOUND IN THE INSTITUTIONS

					Тур	oe of	f In	stitu	tions	s				
Type of Administrative Organization	114	W.	State Teach-	<b>5</b>	State Normal	Schools	:	Colleges	Ilniversities		Junior	Colleges	Miscellaneous	Colleges
	No.	%	No.	1%	No.	1%	No.	1%	No.	1%	No	. 90	No	.   %
None Faculty Members Department of the College Faculty Committee Administrative Officer Placement Bureau Other	$egin{array}{c} 90 \\ 101 \\ 71 \\ 145 \\ \end{array}$	22.7 15.4 17.3 12.1 24.8 11.8	15 17 33 14	$\begin{array}{c} 0 \\ 15.6 \\ 16.7 \\ 18.9 \\ 36.7 \\ 15.6 \\ 0.0 \end{array}$	$egin{array}{c} 2 \\ 4 \\ 16 \\ 3 \end{array}$	15.6 $6.3$ $12.5$ $50.0$ $9.4$	50 52 28 62 20		7 12 23 15 13 30	7 12 23 15 13 30	8 8 4	62.2 8.2 8.2 4.1 15.3 1.0 0.0	$\begin{array}{c} 1 \\ 1 \\ 3 \end{array}$	45.5 4.5 4.5 13.6 27.3 4.5 0.0
Total Replies	585	*	90	*	32	*	243	*	100	*	98	*	22	*

<sup>\*</sup>Several institutions reported more than one type of organization, hence the per cents do not total 100.

#### Number of Institutions With Organized Placement

It will be noted that 133 (22.7 per cent) of the institutions have no definite organization through which students are placed in teaching positions. But a study of the table reveals that most of these are junior colleges and liberal arts colleges, which prepare no teachers or have prepared fewer than 25 each year for the past five years. Many of these institutions probably find the problem of placement negligible and so require no definite organization.

Abel reported that 27 per cent of the 260 institutions (including 120 smaller colleges, 19 large universities, 23 state universities, 25

technical schools, 55 state and private normal schools, 7 county normal schools, and 11 city normals) which he investigated in 1920, made no provision for teacher placement. Anderson and Litchen reported in 1925 that over 17 per cent of the 243 state colleges which cooperated in their study made no provision for teacher placement.

In all of the institutions which specialize in the training of teachers (state teachers colleges and normal schools) and which cooperated in this investigation, some form of organized teacher placement is found except in two normal schools. Of the 100 universities which cooperated in the investigation, 7 do not make definite provision for teacher placement.

#### Type of Organization

In the institutions taken in the aggregate, and in each special group of institutions except the universities, the most common form of organization for teacher placement is that which holds some administrative officer, such as the dean, registrar, or director of teacher training, responsible for the program of placement. This is the case in 145 (24.8 per cent) of the institutions taken in the aggregate, 33 (36.7 per cent) of the state teachers colleges, and 16 (50 per cent) of the state normal schools.

Sixty nine (11.8 per cent) of the institutions have a bureau of appointments office with an executive in charge whose primary work is that of teacher placement. The largest number (30 per cent) is found among the universities.

A clearer picture of the situation may be obtained by eliminating the junior colleges and the miscellaneous institutions from the

TABLE III. ADMINISTRATIVE ORGANIZATIONS FOUND IN STATE TEACHERS COLLEGES, NORMAL SCHOOLS, COLLEGES, AND UNIVERSITIES

Type of Organization	Number of Institutions	Per Cent		
None	62 81 92 64	13.3 17.4 19.8 13.8		
Administrative Officer Placement Bureau Other	124 67	26.7 14.4		
Total Number Replies	465			

tabulations. The responses to Inquiry I (Appendix A) revealed that these institutions, as a whole, prepare so few teachers that they may be said to have practically no placement problem. Table III shows the type of organization found in the state teachers colleges, normal schools, colleges, and universities.

Again it will be observed that the "administrative-officer" type of organization is the most common, since 26.7 per cent of the institutions have this form, while a department of the college is responsible for teacher placement in 19.8 per cent of the institutions. Only 13.3 per cent of these institutions make no provisions for teacher placement, while 14.4 per cent have a bureau with an executive officer or secretary in charge.

An interesting comparison is that between the institutions which are strictly teacher training institutions—state teachers colleges and normal schools—and the colleges and universities. Table IV permits this comparison.

TABLE IV. THE TYPE OF ADMINISTRATIVE ORGANIZATION FOR TEACH-ER PLACEMENT FOUND IN TEACHER TRAINING INSTITUTIONS AS COMPARED WITH THE TYPE FOUND IN COLLEGES AND UNIVERSITIES

	Teacher Tr	aining Inst.	Colleges	and Univ.
Form of Organization	Number	Per Cent	Number	Per Cent
None	2	2.0	60	17.5
Faculty Member		15.6	62	18.1
Department of College		13.9	75	21.9
Faculty Committee		17.2	43	12.5
Administration Officer	49	40.2	75	21.9
Placement Bureau	17	13.9	50	14.6
Other	0	0.0	4	1.0
Institutions Reporting	122		343	

The most noticeable fact disclosed in Table IV is that whereas only 2 per cent of the teacher-training institutions fail to maintain an organization for placement, the corresponding per cent among the colleges and universities is 17.5. On the other hand, the per cent (14.6) of the colleges and universities which maintain placement bureaus is slightly greater than the per cent (13.9) of the teacher training institutions which maintain such bureaus.

A separate tabulation is made for the institutions, which have trained, on an average, 50 or more teachers each year for the past five years. (See Table V). When we compare these figures with those already considered we find striking differences. One is that while 22.7 per cent of all institutions have no organized teacher placement, only 3.5 per cent of those training over 50 teachers per year have no organized form of placement. Another is that the per cent of placement bureaus increases from 11.8 per cent among all institutions to 20.8 per cent among those included in Table V. This still leaves approximately 80 per cent of the institutions which train 50 or more teachers annually, that attempt to place their students in teaching positions by delegating the responsibility to some one whose primary duty is something other than teacher placement.

TABLE V. TYPE OF ADMINISTRATIVE ORGANIZATION FOR TEACHER PLACEMENT FOUND IN INSTITUTIONS WHICH TRAIN 50 TEACHERS OF MORE ANNUALLY

	Type of Institution									
Type of Organization	All		S.T.C.		S.N.S.		Coll.		Univ.	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
None Faculty Department Faculty Committee Administrative Officer Placement Bureau	44	3.5 17.0 17.0 17.0 29.7 20.8	0 14 14 16 33 14	0.0 15.9 15.9 18.2 37.5 15.9	2 5 1 4 15 3	6.7 16.7 3.7 13.3 50.0 10.0	7 17 20 12 22 12	8.6 21.0 24.7 14.8 27.2 14.8	0 8 9 12 7 25	0.0 13.8 15.0 20.0 11.7 41.7
Institutions Reporting	259		88		30	- 41	81		60	

The reader will also observe in Table V that 41.7 per cent of the universities have a bureau of teacher placement, while only 15.9 per cent of the state teachers colleges have one. Institutions which exist for the sole purpose of training teachers have not adopted the placement bureau type of organization to as great an extent as have the institutions which are not primarily teacher training institutions.

One more comparison should be made, viz., that between the state institutions and private institutions. The figures in Table VI suggest that the public institutions are more completely organized for teacher placement than are the private institutions, the per cents being 93.8 and 82.3 respectively. Over 18 per cent of the public institutions maintain a placement bureau while only 11.6 per cent of the private institutions do so.

TABLE VI.	THE TYPE OF	ADMINISTRATIVE ORGANIZATION	FOUND
	IN PRIVATE	AND PUBLIC INSTITUTIONS	

aculty Member	Type of Institution							
Type of Organization	Pr	ivate	Pu	blic				
	No.	Pet.	No.	Pet.				
None Faculty Member Department Committee Administrative Officer Bureau	50 55 55 32 63 31	18.7 20.6 20.6 12.0 23.6 11.6	12 26 35 32 34 36	6.2 13.5 18.1 16.6 17.6 18.7				
Number Replies	267		193					

#### THE INDIVIDUAL IN THE VARIOUS INSTITUTIONS RESPONSIBLE

#### FOR PLACEMENT

The picture of teacher placement in the various institutions is not complete without a consideration of the person who is directly responsible for the work. In those institutions where the work is delegated to an administrative officer, who is this officer? What is his title? In those institutions where a faculty member is responsible, what faculty member is it?

Question three of the inquiry sheet sent to the presidents read:

Please give the name and official title of the person in your institution who is most familiar with the details of the placement of your students in teaching positions and to whom we should write for more detailed information concerning teacher placement.

Name	of	person
Officia	ıl t	itle

The replies from state teachers colleges, state normal schools, liberal arts colleges, and universities are shown in Table VII.

It is apparent that there is no uniformity among the institutions as a whole, or in any type of institutions, as to the responsibility for teacher placement. A total of 26 different administrative officers, exclusive of appointment secretaries, were mentioned; five different department heads were named, and professors in four different fields. Another way of saying the same thing is: 447 persons who are identified with teacher placement work in 447

TABLE VII. TITLES OF THE PERSONS IN THE VARIOUS INSTITUTIONS
WHO ARE RESPONSIBLE FOR TEACHER PLACEMENT

				Тур	e of	Instit	utions			
Title	A	.11	S.7	r.c.	s.	N.	Coll	leges	Ur	iv.
	No.	Pct.	No.	Pct	No.	Pct.	No.	Pct.	No.	Pct.
Administrative Officer  Deans  Dean of College  Assistant Dean  Dean of Men  Dean of Students	238 56 50 2 2 1	53 12 11 .4 .4 .2	60 7 6 1	68 8 7 1	25 1 1	81 3 3	$egin{array}{c} 122 \\ 40 \\ 35 \\ 1 \\ 2 \\ 1 \end{array}$	53 17 15 .4 1	31 8 8	32 8 8
Dean Summer Qr. Director Teacher Training Registrar President Principal Personnel Director Director of Extension Chair. App'ts. Com. Director Voc. Bureau Alumni Secretary Secy. to President	48 47 25 9 9 8 8 5 4 3	.2 11 10 6 2 2 2 2 1 1	29 4 2 2 2 2 6 2	33 4 2 2 2 7 2	9 2 2 7	29 6 6 23 3 3	1 8 33 20 4 2 4 3 3	14 9 2 1 2 1 1	2 8 1 3 1 3 1 1	2 8 1 3 1 3 1
Business Secretary Recorder Secretary Vice-President H. S. Visitor Secy. Personal Rec. Rector Assistant to Pres. Dir. Jr. Co. Studies Chair. Guidance Com. Principal Clerk	2 2 2 2 1 1 1 1 1	.4 .4 .4 .4 .2 .2 .2 .2 .2 .2	2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1	1	3	1 1 1 1 1 1	.4 .4 .4	1 1 1	1 1 1
Department Heads Education Department Psychology Department Business Adm. Dept. Voc. Education Geography Dept.	63 1 1 1	15 14 .2 .2 .2 .2	5 3 1	6 3 1	2 2	6 6	39 1 1	18 17 .4	19 19	19
Professors Education Prof. Economic Prof. Social Science Prof. Physics Prof.	71 1	17 16 .2 .2 .2	6 55	7 6			44 42 1 1	19 18 .4 .4	24 24	24 24
Appointment Secretary	. 68	15	17	19	4	13	23	10	24	24
Total Number Replies	. 447		88		31		230		98	

institutions bear 36 different titles. The title "appointment secretary" was made to include "director of placement bureau," "director of appointments," etc.

We have already pointed out that the person responsible for placement is one who has other duties. From Table VII we see that he is not primarily a teacher. In the majority of institutions (53.2 per cent) he is an administrative officer. While 36 different titles are listed, it will be noticed that more than 83 per cent of the directors are classified under seven titles; viz., professor of

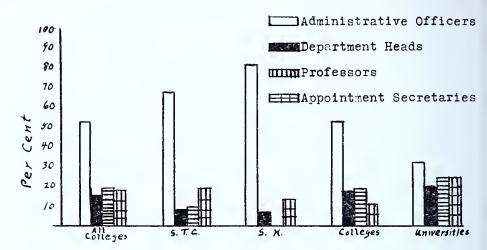


FIGURE 1. THE PER CENT OF ADMINISTRATIVE OFFICERS, DEPARTMENT HEADS, PROFESSORS, AND APPOINTMENT SECRETARIES RESPONSIBLE FOR TEACHER PLACEMENT IN THE VARIOUS TYPES OF INSTITUTIONS.

education, appointment secretary, head of the education department, academic dean of the institution, director of teacher training, registrar, and president. These are named in the order of frequency of mention. It may be said, therefore, that those institutions which delegate teacher placement functions to one of the seven persons are in accord with the practice in 83 per cent of the institutions, and those which delegate the functions of placement to one of the remaining 29 persons mentioned agree with only 17 per cent of the institutions.

The reader who is interested in the situation that exists in a special type of institution will find the facts in the appropriate column in Table VII. In order that the comparison of conditions might be made clearer, Figure 1 has been prepared.

Figure 1 reveals in a graphic manner that administrative officers are responsible for teacher placement in more than twice as many cases as the next nearest group, viz., professors. If the reader is working in a particular type of institution, (e. g. a teachers college) in which a department head has charge of placement, he can find by referring to Table VII and Figure 1 that his institution belongs to the smallest group in this respect. Similarly, the practice in any institution can be so located with reference to other institutions.

As previously stated, more than 83 per cent of the institutions delegate placement work to any one of seven officials. The situation existing in the various types of institutions in this respect is given in Table VIII.

Suppose the reader is working in a normal school and would like to know if the situation in his institution is in keeping with that in other normal schools. In his institution the head of the education department has charge of teacher placement. He finds from a study of Table VIII that in only 6.5 per cent of the normal schools does the head of the education department look after this work, but when all institutions are considered, it is the third most common type found. Similar comparisons may be made for other types of institutions.

TABLE VIII. THE DISTRIBUTION OF TITLES AMONG THE SEVEN MOST FREQUENTLY MENTIONED

	Type of Institution										
Title		All	s.	T.C.		tate rmals	C	oll.	U	niv.	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Teachers of Education	71	15.9	5	5.7	0	0.	42	18 3	24	24.5	
Appointment Secretaries	68	15.2	17	19.3	4	12.9	23	10.0	24	24.5	
Heads of Education Depts	63	14.1	3	3.4	2	6.5	39	17.0	19	19.4	
Deans	56	12.5	7	8.0	1	3.2	40	17.4	8	8.2	
Directors of Teacher Training	48	10.7	29	33.0	9	29.0	8	3.5	2	2.0	
Registrar	47	10.5	4	4.5	2	6.5	33	14.3	8	8.2	
President	25	5.6	2	2.3	2	6.5	20	8.7	1	1.0	

The preceding discussion points to one important conclusion: Institutions generally recognize that teacher placement is a legitimate function of the institution but they have not evolved a common practice regarding the individual in the institution who has charge of placement activities. This confirms an editorial statement in the *Educational Review* for April, 1922:

"The truth of the matter is that the bureau of appointments or placement is a comparatively new institution in colleges and normal schools, and is as yet but poorly developed. Like Topsy, it 'jes growed', and educators have little idea of its importance. It sprang up almost unconsciously for very material reasons. . . . . . The magnitude of the work is little understood. Some member of the faculty is generally beguiled into undertaking the work with the promise of additional compensation or of being relieved of some class work or both. . . . . But the importance of the work should not be measured in terms of dollars and cents. We must come to see that it is quite as essential for American institutions to

assist their trained men and women to secure positions where they can do their best work as it is to train them for these positions."16

While it is true that there is no common practice among the institutions with reference to the person who has charge of placing students in teaching positions, Chapter IV of this report presents data which show that a rather definite policy is evolving to direct the work.

#### SUMMARY

The important facts found in this section of the investigation may be summarized as follows:

- 1. Eighty-seven per cent of the teachers colleges, normal schools, colleges, and universities make definite provision for the placing of their students in teaching positions.
- 2. The most frequent type of organization is that in which some administrative officer is held responsible for teacher placement. This type is found in 26 per cent of the institutions. The next largest group (19.8 per cent) holds a department of the college (usually the education department) responsible for the work.
- 3. More than 14 per cent of the institutions have a placement office or bureau with an executive in charge whose primary work is that of teacher placement.
- 4. Ninety-eight per cent of the teacher training institutions (state teachers colleges and normal schools) have definite organizations for placement work while only 82.5 per cent of the colleges and universities have such.
- 5. Ninety-six per cent of all institutions training more than 50 teachers per year have some form of organization for teacher placement; 20.8 per cent maintain placement bureaus.
- 6. More than 41 per cent of the universities have placement bureaus, while only 15.9 per cent of the teachers colleges have such.
- 7. Public institutions are more completely organized for placement than private institutions. That is, a higher per cent have a definite organization for placement activities.
- 16. Editorial. "Appointment Bureau as Social Service," Educational Review, 63:357-360, April, 1922.

- 8. Those persons who have direct charge of placement may be classified under 36 different official titles.
- 9. Administrative officers are directly in charge of placement in 53.2 per cent of the institutions. They are rather evenly divided among deans, directors of teacher training, and registrars.
- 10. An officer who goes by the title of director of appointments, professor of education, director of teacher training, or personnel director (titles which indicate that they come in contact with students in the class room in teaching courses in education or in directing personnel) directs teacher placement in 62.9 per cent of the institutions.
- 11. Over 33 per cent of the institutions delegate placement to one of the following persons in the institution (named in order of frequency of mention): (1) a teacher of education, (2) head of the department of education, (3) appointment secretary, (4) a dean, (5) director of teacher training, (6) registrar, (7) president.

#### CHAPTER III

## THE ATTENTION BEING GIVEN TO TEACHER PLACEMENT

It is the purpose of this chapter to present data indicating the amount of attention which is being given to teacher placement in the various institutions, as revealed by its place in the administrative organization of the institution, the amount of time given to it by the placement director, the amount of assistance given to the director, and the amount of money spent on it.

The administrative organization has been described in detail in Chapter II. Data were presented which show that the number of institutions which carry on placement through a definite organization for the purpose has been steadily increasing during recent years. Table IX presents the data for the years 1920, 1925, and 1931. To interpret the table properly, one should keep in mind that Abel's study included 120 smaller colleges, 19 large universities, 23 state universities, 25 technical schools, 55 state and private normal schools, 7 county normal schools, and 11 city normal schools, making a total of 260 institutions. The study by Anderson and Litchen included state institutions only. Had the report by Abel been restricted to state institutions, the per cent with placement organizations probably would have been higher.

TABLE IX. SHOWING INCREASE IN ORGANIZED PLACEMENT
DURING THE PERIOD 1920-1931

Investig <b>a</b> to <del>r</del>	Year	Number Institu- tions Reporting	Number with Placement Organization	Per Cent with Placement Organization
<b>A</b> bel	1920	260	190	73.1
Anderson and Litchen	1925	243	196	80.7
Adams	1931	465	403	86.7
Adams	1931	193*	181	93.8

<sup>\*</sup> State institutions only.

#### TIME GIVEN TO PLACEMENT

Another indication of the attention which is being given to placement may be had from an investigation of the amount of time devoted to the duties of teacher placement by the director and his assistants.

Inquiry II (Appendix B) was sent to placement directors in the institutions whose presidents reported that they had some form of organized teacher placement and where 25 or more teachers had been prepared each year for the past five years. It was not sent to those institutions which prepare fewer teachers because the problem of teacher placement is not great in such institutions. Eighty-seven universities, 149 colleges, 69 state teachers colleges, 18 junior colleges, 25 state normal schools, 4 city normals, and 3 private schools, were included in the list.

The first question of this inquiry was as follows: Of all the time which you devote to college duties, about what per cent do you give to the duties connected with TEACHER placement?

per cent first semester, term or session.
per cent second semester, term or session
per cent third term or session.
per cent summer session.

In those institutions which reported teacher placement work by terms, the average for the three terms was taken. The same procedure was followed for the semesters. The summer session is not included in the tabulations because many of the institutions did not report placement work for the summer session.

The per cent of their time given to the work of teacher placement by 202 placement directors will be found in Table X. Of the 252 directors who replied to Inquiry II, 11 stated that they gave no time to placement duties during the regular session and 39 failed to answer the question.

There are several significant facts disclosed in Table X. The most important is that only 7 directors (3.5 per cent) report that they give all of their time to teacher placement, while 70 (34.7 per cent) report that they give less than 10 per cent of their time to the work. Only 23 (11.4 per cent) give more than half of their

TABLE X. THE AMOUNT OF TIME GIVEN TO TEACHER PLACEMENT DUTIES BY DIRECTORS IN 202 EDUCATIONAL INSTITUTIONS

	Type of Institution									
Per Cent of Time	All		S.T.C.		s.n.		Colleges		Univs.	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0-98	70	34.7	9	16.7	7	46.7	36	45.0	   18	34.0
10-19	61	30.2	20	37.0	5	33.3	25	31.2	11	20.8
20-29	35	17.3	16	29.6	0		10	12.5	9	17.0
30-39	10	4.9	2	3.7	0		4	5.0	4	7.5
40-49	3	1.5	2	3.7	0		0	0	1	1.9
50-59	8	4.0	2	3.7	0		4	5.0	2	3.8
60-69	5	2.5	1	1.9	2	13.3	1	1.2	1	[ 1.9 ]
70-79	] 1	.5	0		0		0		1	1.9
80-89	2	1.0	1	1.9	0		0		1	1.8
90-99	0		0		0		0		0	
100 and Over	7	3.5	1	1.9	1	6.7	0		5	9.4
Total	202	100.1	54	100.1	15	100.0	80	99.9	53	100.1
Median	14,6		18.5		10.5		11.1		17.2	

§More than 0 and up to and including 9.5.

time to the work, and since the median is 14.6 per cent, more than half of the directors give less than 14.6 per cent of their time to placement dutics. It should be borne in mind in this connection that replies were from institutions which prepare at least 25 new teachers each year and most of them prepare 50 or more.

In general the amount of time which the director gives to placement duties is in direct proportion to the number of new teachers who are prepared each year, although there are, of course, exceptions. All of the teachers colleges prepare more than 50 new teachers each year, but only 9.4 per cent of the directors give as much as 50 per cent of their time to the work and only one gives all of his time to it. In the universities which prepare more than 50 new teachers each year, 18.9 per cent give more than half of their time to placement duties and 9.4 per cent of the directors give all of their time to the work. Only 6.2 per cent of the directors in the liberal arts colleges give as much as one-half of their time to teacher placement and none give all of their time to it.

While some placement directors may not appreciate the importance of the work and may not be carrying it on in the best way, they should be in position to know whether it deserves more time than they give to it. They were asked to state if they had as

much time for the work as they thought they ought to have. They are almost evenly divided in their opinion on this question; 53 per cent state that they give as much time to it as they think they should, and 47 per cent state that they do not. The latter group indicate that they appreciate the importance of placement but for some reason are kept from giving it the attention that it deserves.

It is obvious that the amount of time which the placement director gives to the work is not a sufficient measure of the importance which his college attaches to it; nor does it indicate the actual amount of time given to it. A placement director may have several assistants and spend a short time supervising the work, while another has no assistance and spends much time with placement. For the purpose of ascertaining the amount of such assistance, the placement directors were asked to give the titles of other faculty members who give time to placement duties and to state the amount of time which they give. It was found, however that this is so slight as to be negligible. Many of the directors stated that faculty members give some time to committee meetings and to writing recommendations, but outside of these activities they give practically no time to teacher placement. If the college has the committee form of organization, the chairman of the committee is usually recognized as the placement director and he does practically all of the work.

The directors were also asked to state how many clerical assistants they have. One hundred ninety-six institutions reported 125 full-time and 208 part-time clerical assistants. (Table XI). Eighty-seven, or slightly less than one-half of the institutions reported the 125 full-time workers, and in addition to these, 58 part-time assistants. The remainder, 109 institutions, reported that they use 150 part-time assistants. Fifty-six institutions which replied to Inquiry II reported no assistance or failed to answer the question.

If three part-time assistants do the work that could be done by one full-time worker, those institutions which report the use of 208 part-time workers would employ 76 persons on full time. This would require 201 full-time assistants in 196 institutions, or an average of one (plus) in each college. It should be remembered, however, that 56 institutions did not report assistance of any kind.

TABLE XI. DISTRIBUTION OF FULL TIME AND PART TIME CLERICAL
ASSISTANTS IN 196 INSTITUTIONS

Type of Institution	Number Reporting Full Time Assistants	Number Full Time Assistants Employed	Number Part Time Assistants In Addition	Number Reporting Part Time Only	Number Part Time Assistants Employed
Universities	27	47	22	26	37
Colleges	26	34	9	50	67
S. T. Colleges	<b>2</b> 8	37	21	23	32
S. Normals	6	7	6	10	14
Total	87	125	58	109	150

In the 252 institutions responding to Inquiry II, a total of 535 individuals (202 faculty members and 333 clerical assistants) devote part or all of their time to assisting students in securing teaching positions.

#### EXPENDITURES FOR TEACHER PLACEMENT

Another indication of the amount of attention that is being given to teacher placement work in the institutions is the amount of money which is spent on it. The cooperating institutions were asked to estimate how much it costs them annually to carry on the work.

The question read: What do you estimate it costs your institutions annually to carry on TEACHER placement work? (You should include salaries—estimate when faculty members give part time only to teacher placement—office supplies, traveling expenses, and clerical help.) The replies are tabulated in Table XII.

The most striking fact revealed in Table XII is the difference in the expenditure for placement. Many institutions report that they spend nothing at all. The lowest amount reported and tabulated in Table XII was \$10 and the largest amount was \$25,000. All of the state teachers colleges prepare over 50 new teachers each year, yet one spends \$6,500 per year on placement while another spends only \$75. Most of the universities prepare over 50 new teachers each year, but we find one spending \$25,000 in placing students in teaching positions while another spends only \$10.

TABLE XII. AMOUNT OF MONEY SPENT ON TEACHER PLACEMENT WORK IN 179 EDUCATIONAL INSTITUTIONS

	Type of Institution										
Amount Spent	All		s. T. C.		S.N.		Colleges		Univs.		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pet.	No.	Pct.	
\$ 1- 500 501-1000 1001-1500 1501-2000 2001-2500 2501-3000 3001-3500 3501-4000 4001-4500 501-5000 501-5000 5501-6000	63 40 20 9 10 10 6 3 3 5 0 2 8	35.2 22.3 11.2 5.0 5.6 3.4 1.7 1.7 2.8	10 9 5 2 3 7 2 2 1 3 0	31.7 19.6 10.9 4.3 6.5 15.2 4.3 2.2 6.5	4 7 2 0 0 0 0 0 1 0 1 0 1 0 1	26.7 46.7 13.3 6.7	35 16 9 4 3 1 2 0 1 0	48.6 22.2 12.5 5.6 4.2 1.4 2.8	14 8 4 3 4 2 2 1 1 1 0	30.4 17.4 9.7 6.5 8.7 4.3 2.2 2.2 2.2	
6001-25000	179	100.1	1a	99.9		100.1	1b	100.1	6c	99.9	
Median		31.25		400		750		1.25	\$1	225	

a. \$6500; b. \$7500; c. \$7000; \$7000; \$25,000; \$20,000; \$6867; \$12,000.

Probably a better idea of the varying degrees of emphasis placed upon teacher placement in the institutions can be got from a study of the amount which is spent per "placement." Table XIII gives the number of the institutions in the various groups which reported both total expenditure for placement and number placed during a twelve month's period, ‡the smallest expenditure per placement, the median expenditure, and the largest amount per placement reported by an institution.

TABLE XIII. SMALLEST, MEDIAN, AND LARGEST EXPENDITURE PER
PLACEMENT DURING A PERIOD OF TWELVE MONTHS
IN 145 INSTITUTIONS

Item	Type of Institution									
	All	S.T.C.	S.N.	s.u.	St. Col.	Pr. Col.	Pr. Un			
Number of Institutions Lowest Expenditure	145	35	12	18	9	47	34			
per placement Median Expenditure	\$1.00	\$2.44	\$4.36	\$2.17	\$5.50	\$1.00	\$3.71			
per placement Largest Expenditure	\$15.27	\$12.87	\$11.03	\$16.31	\$19.05	\$17.92	\$16.43			
per placement	\$78.95	\$50.00	\$37.03	\$62.50	\$56.82	\$78.95	\$78.12			

‡The period covered in the survey was from September 1, 1930, to September 1, 1931, or from July 1, 1930, to July 1, 1931, depending on the records that were available in the cooperating institutions.

A comparison of expenditures in the state institutions with those in private institutions reveals a wide difference in total expenditures, but when the comparison is made on the basis of the number of placements effected, the difference is not so great. The median expenditure for teacher placement in state institutions is \$1,229.67 as compared with \$513.66 in private institutions. The median expenditure per placement in state institutions is only \$14.03 as compared with \$17.39 in private institutions.

These findings are somewhat higher than those reported by Anderson and Litchen and Litchen to und the cost per placement, in 44 state institutions, to range from \$1.69 to \$58.82 and a median of \$10.93. Umstattd reported a range in cost per placement from "under \$1.00" to above \$75.00, with a median for 63 institutions of \$11.72. The reason for the findings in this investigation being higher is due to the fact that this report includes a larger proportion of liberal arts colleges than the other reports included. The cost per placement in liberal arts colleges is considerably higher than in the other types of institutions.

Umstattd reported a median total expenditure in 104 institutions of \$1,321 while this investigation reports only \$831.25 median expenditure for teacher placement in 179 institutions. Again, this difference is due to the fact that the median *total* expenditure in the liberal arts colleges is much less than in the other types of institutions (Table XII), and this report includes a larger proportion of liberal arts colleges than the report by Umstattd included.

#### SUMMARY AND CONCLUSIONS

In this chapter data have been presented in answer to the question: How much attention is being given to teacher placement in educational institutions? The following facts and conclusions are derived from the data:

- 1. There has been an increasing interest in organized placement work since the first study was reported by Abel in 1920 until the present time. In 1920, 73.1 per cent of 260 institutions reported that they had organized teacher placement, while in this investiga-
  - 17. Op. cit. Anderson and Litchen, p. 730.
  - 18. Op. cit. Umstattd, pp. 18 and 22.

tion 86.7 per cent of 465 institutions (including junior colleges, most of which prepare no teachers, and many small colleges which prepare few or no teachers) report that they have definite organizations for teacher placement work.

- 2. Of all the time which placement directors give to college duties, the median per cent devoted to placement duties is 14.5. In addition to this they receive some assistance from other faculty members in committee meetings and conferences.
- 3. In the institutions reporting clerical assistance in placement, there is an average of one full-time assistant in each institution.
- 4. In 252 institutions, 535 different individuals are directly connected with teacher placement activities.
- 5. One hundred seventy-nine institutions report a total annual expenditure of \$320,950 on teacher placement. The median expenditure for these institutions is \$831.25, and the median cost per placement is \$15.27. Private institutions spend more per placement effected than state institutions, the figures being \$17.39 and \$14.03 respectively; but the total median expenditure by the state institutions is \$1,229.56 while that by the private institutions is only \$513.66.
- 6. In the typical institution (the median will be used in the epitomization), an administrative officer, usually the dean or director of teacher training, gives 14.6 per cent of his time to teacher placement work; he has one full time clerical assistant; he receives little or no assistance from other faculty members; his institution spends \$831.25 annually in carrying on the work; and it spends \$15.27 in placing each student in a teaching position.

#### CHAPTER IV

## POLICIES WHICH GOVERN TEACHER PLACEMENT

In the foregoing chapters have been presented the administrative organization through which students are placed in teaching positions and the prominence given to teacher placement in the educational institutions. But the general view of teacher placement is incomplete without an understanding of the policies which underlie the work.

This chapter purposes to present data which will reveal so far as possible the policies, motives, and principles which underlie placement work. The policies may be judged in terms of actual practice rather than in terms of theoretical ideals. For example, a director may believe that it is undesirable to charge registrants a fee when they register, but if his practice is contrary to this, the policy of his institution in that particular is revealed.

To obtain such objective information, answers to the following questions have been tabulated:

- 1. How do the various institutions finance teacher placement?
- 2. What qualifications are necessary in order to register with the placement office?
- 3. What part does the faculty of the institution take in the placement program? Are faculty members asked to assist in making nominations?
  - 4. What are the practices with respect to issuing credentials?
- 5. What are the practices with reference to collecting information about the registrants?
- 6. In what ways do the institutions advertise their placement service?

Answers to these questions should reveal that which is fundamental, the real purposes and ideals of teacher placement.

# Sources From Which Funds Are Derived With Which To Finance Teacher Placement

The cooperating institutions were asked to state from what sources they derive funds with which to finance teacher placement. It was apparent that several sources were available, and these were in the question listed as follows:

From what source or sources do you derive funds with which to finance teacher placement?

fee per registrant?	(	)	General administrative fund. How much from this source?
the salary?	(	)	Registration fee charged registrant. How much is this fee per registrant? How much is obtained from this source?
( ) Any other sources?	(	)	the salary? How much is obtained
	(	)	Any other sources?

In Table XIV we see that of the 223 cooperating institutions, 201 (90.1 per cent) meet all or part of the costs of teacher placement from the general administrative fund; 72 (32.3 per cent) charge registrants a small fee; 4 (1.8 per cent) charge a per cent of the salary of those placed; and 7 (3.1 per cent) secure funds from other sources.

The most significant fact revealed in these figures is that almost all of the institutions put teacher placement on the same basis as other administrative work by meeting its expenses out of the general administrative fund. There is little difference among the various types of institutions in regard to this practice. Approximately 85 per cent of the private institutions and 95 per cent of the state institutions make provisions for the support of teacher placement from the general fund.

Only 72 (32.3 per cent) of the 223 institutions charge a registration fee. In this practice there is a decided lack of uniformity among the various types of institutions. Whereas only 13.3 per

TABLE XIV.	SOURCES FROM	WHICH EDUCATIONAL	INSTITUTIONS
DERIVE	FUNDS FOR CAR	RYING ON TEACHER P	LACEMENT

						Туре	of	Institu	ation					
						vi		So:		- <del>-</del>				
Sources				F.	;	ż	l			CoJ		_	1	5
		AII		vi		vi.		ŗ.		St.	Ė	7. 7.	ž	, S
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pet.
General admin- ist'tive fund	201	90.1	50	92.6	16	94.1	15	100.0	65	85.5	22	100.0	33	84.7
Fee charged registrants	72	32.3	17	[ ∫ 31.5	4	23.5	2	13.3	26	34.2	13	59.1	10	25.6
Per cent of salary when placed	4	1.8		,					4	5.3				
Other sources	ĺ		ĺ		1a	5.9			3b	3.9			3c	7.7
Institutions Cooperating	228	3	5	4	1	7	1	5	7	6	2	2	3	9

- a. Fifty cents for each set of credentials sent out for ex-graduates.b. Ten dollar fee from those placed. Part of student teaching fee. Alumni appropriation.

cent of the normal schools charge a fee, 59.1 per cent of the state universities do so. There is little difference between the other state institutions and the private institutions in this particular.

Another interesting fact disclosed in Table XIV is that only four institutions (all private colleges) charge a per cent of the salary of those placed. One institution charges 50 cents for each set of credentials sent on behalf of its alumni; one collects a fee of ten dollars from each student who is placed in a position; one collects five dollars of the first month's salary of those placed; two use a part of the student teaching fee for placement work; one secures funds from the alumni; and one collects a fee for each set of credentials sent to a commercial agency.

Anderson and Litchen 19 found that 14.6 per cent of the institutions investigated by them in 1925-1926 charged the registrants a fee. Umstattd<sup>20</sup> found that 41.8 per cent of the institutions investigated by him secured funds for teacher placement from sources other than the general income of the institution. Umstattd stated, "If the two studies are comparable these percentages reveal a distinct trend toward charging a registration fee for the service, 14.6

- 19. Op. cit. Anderson and Litchen, p. 781.
- 20. Op. cit. Umstattd, p. 21.

c. Fee for sending credentials to commercial agencies. Five dollars from first month's salary. Student teaching fee.

per cent charging the fee in 1925-26 and 41.8 per cent in 1930-31." He failed to point out, however, that Anderson and Litchen included only state institutions in their investigation while he included both private and state. This accounts for a part of the difference, although this investigation does tend to corroborate the conclusion reached by Umstattd.

The institutions that charge a fee were asked to state the amount. The fees range from twenty-five cents to seven dollars per registrant. The fee most frequently charged is one dollar; 27 of the 74 institutions which charge a fee charge this amount. (See Table XV). The median fee for all institutions is \$1.84. The median in the state teachers colleges and state normal schools falls within the \$1.00 group, while the median in the liberal arts colleges and the universities falls within the \$2.00 group. In this connection it should be remembered that only 32.3 per cent of the institutions report that they obtain funds from registration fees charged students. The typical institution charges no fee.

# REGISTRATION FOR PLACEMENT SERVICE

Who is permitted to register for the placement service of the institutions? Do placement directors permit any one to register whether or not he has studied in the institution? Do they require

TABLE XV. PLACEMENT OFFICE REGISTRATION FEES CHARGED BY 74
EDUCATIONAL INSTITUTIONS

				Ty	pe of I	nstitutio	n				
Amount of Fee		All	s.	T. C.	S.	N. S.	C	ol <b>1</b> .	Univ.		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
\$ .50	4	5.4	0	0.0	1	25.0	2	7.1	1	4.3	
1.00	27	36.5	12	63.2	2	50.0	7	25.0	6	26.1	
1.50	2	2.7	1	5.3		1	1	3.6	1		
2.00	21	28.4	3	15.8	1	ì	9	32.1	9	39.1	
2.50	$\begin{array}{c c}2\\7\end{array}$	2.7	1	51.3	1	ļ			1	4.3	
3.00		9.5 •	2	10.5	ĺ	ĺ	3	10.7	2	8.7	
3.50	0	0.0		)	ì	1	)	1	)	)	
4.00	1	1.4			}			1	1	4.3	
4.50	0	0.0			[		[	[			
5.00	9	12.2		1.	] 1	25.0	5	7.9	3	13.0	
5.50	0	0.0			[	ĺ		[		,	
6.00	0	0.0		]	Ì						
6.50	0	0.0					1	3.6			
7.00	1	1.4		1	!		1	3.6			
Total	74	100.2	19	100.1	4	100.0	28	100.0	23	99.9	
Median	1	1.84	1	.00*	1	.00*	2	.00*	2	.00*	

<sup>\*</sup>Not a statistical median, but the median falls in that class interval.

all graduating students to register? Do they place any restrictions upon registration as to qualification for teaching? These and related questions are vital in determining the most important part of the work of the teacher placement bureaus, viz., the efforts that are made to place qualified teachers in the positions where they can do their best work.

Question seven in Inquiry II (Appendix B) was as follows:

Who is permitted to register with the placement office or bureau?

- ( ) All students enrolled in the college, full or part time, who are eligible for teaching positions in any state.
- ( ) Graduating students only.
- ( ) Former students or alumni.
- Any one (including students or former students of other institutions) who is eligible for an educational position.

The replies to this question are tabulated in Table XVI. The outstanding facts revealed in the table are that most institutions (74.8 per cent) permit all students enrolled in the college to register with the placement service, only 23.9 per cent restrict registration to graduating students, and that most of the institutions (79.2 per cent) make their placement service available to former students or alumni of the institution. Since only 11.1 per cent permit any one who is eligible for an educational position, irrespective as to

TABLE XVI. CLASSES OF STUDENTS WHO ARE PERMITTED TO REGISTER IN THE PLACEMENT OFFICES OF EDUCATIONAL INSTITUTIONS

		Type of Institution												
Those Who		ರ			vi	Col.		Col.		Uni.			급	
Are Permitted		_	E	÷		ż	i		1	•	i '		Uni.	
To Register		All	,	ń	,	vi vi	1	Fr.	2	N.		Fr.	St.	
	Ño.	Pct.	No.	o.   Pet.   No		Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All students enrolled in college Graduating students only Former stud- ents or				70.7	ĺ	26.7	55   19	74.3	14	93.3	33	78.6	22	100.0
alumni	179	79.2		81.0		80.0		81.1    5.4	9	60.0		81.0		77.3 18.2
No. reporting	220	-	<u> </u>	8		15		74		15		42		2

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previous enrollment in the institution, to register for the placement service, it may be stated that it is the policy of institutions as a whole to restrict placement service to their own students or alumni.

It has been suggested by some directors that students, especially those in teacher training institutions, should be required to register with the placement office in order that it might know who are available for teaching positions, that it might collect the necessary information about the candidates, and that the best interests of all concerned might be forwarded by having all placements effected through a central office. In an attempt to determine what the institutions are actually doing in this respect, the directors were asked to state, (1) whether all students in the institutions who are eligible for teaching positions are required to register with the placement service, and (2) whether all graduating students are required to register. The replies to the first question are tabulated in Table XVII.

TABLE XVII. THE NUMBER AND PER CENT OF INSTITUTIONS REQUIRING ALL STUDENTS ELIGIBLE FOR EDUCATIONAL POSITIONS TO REGISTER WITH PLACEMENT OFFICE

	Type of Institution											
Require Registration?		All		S. T. C.		S. N. S.		Coll.	Univ.			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pet.		
Yes	11	4.8	3	5.8	2	12.5	3	3.2	3	4.8		
No	216	95.2	49	94.2	14	87.5	90	96.8	60	95.2		
Number Replies	227	100.0	52	100.0	16	100.0	93	100.0	63	100.0		

Since only 4.8 per cent of the institutions require all students who are eligible for educational positions to register with the placement office, it may be stated that it is the policy of institutions, as a whole, to permit students to register if they desire to do so but not to require them to register. It is interesting to notice that three of the institutions which require registration of all candidates for positions are liberal arts colleges.

Thirty-one (14.5 per cent) of the institutions require all graduating students to register with the placement office. (See Table XVIII). These are almost evenly divided among the various types of institutions. Again it may be stated that it is the policy to put registration on a voluntary basis for all classes of students.

# Admission Requirements and Registration For Placement Service

One of the clearest indications of the policies which govern placement work in an institution is the relationship that exists between the requirements for admission to the institution, the requirements for pursuing the teacher training course, and the requirements that a registrant must meet before he is recommended for a position. That is, some institutions have high entrance requirements, select with care those who are to pursue the teacher training course, and deflect from the course those who prove to

TABLE XVIII. THE NUMBER AND PER CENT OF INSTITUTIONS REQUIRING GRADUATING STUDENTS TO REGISTER WITH PLACEMENT OFFICE

	Type of Institution											
Require Registration?		All		S. T. C.		N.S.	Coll.		Univ.			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Yes	31	14.5	12	23.5	5	31.2	7	8.1	7	11.5		
No	183	85.5	39	76.5	11	68.8	79	91.9	54	88.5		
Number Replies	214	100.0	51	100.0	16	100.0	86	100.0	61	100.0		

be unsuited for teaching. The problem of placement in such an institution is manifestly quite different from that in an institution where all applicants are admitted to the institution and to the teacher training course and where no attempt is made to deflect from the course those who, because of poor ability, character, personality, or disposition, are not qualified to teach. In the former institution, registration in the placement office is automatically limited to candidates who are reasonably well qualified to teach; in the latter, registration is open to all, irrespective of ability to teach.

In an attempt to determine the policies of the various institutions in these particulars, answers to the following questions were sought:

About what per cent of the students who apply for admission to the institutions are admitted? After being admitted to the institutions, are all students who desire to do so permitted to pursue the teacher training course? If not, what methods are used to determine who shall be permitted to pursue it? Is any method used whereby probable teaching failures are deflected from the teacher training course? Answers to these questions were of such nature that they do not lend themselves to tabulation. A study of the data, however, makes it possible to arrive at some important conclusions.

In the first place, of 181 institutions which answered the question as to the per cent of applicants who are admitted to the institution, 41 (22.7 per cent) stated that they admit 100 per cent of the applicants, 125 (69.1 per cent) stated that they admit over 90 per cent of the applicants. This would tend to show that in approximately 70 per cent of the institutions, entrance requirements are not rigid and that probably only a small part of the students who are poor potential teachers are rejected. In other words, most institutions admit practically anyone who applies for admission, hence little or no effort is made to select students who would make strong teachers. It is not contended that such is possible; perhaps it is not even desirable; it is just a fact that such a condition as stated prevails in practice.

The next question read, "After being admitted to the institution, are all students who desire to do so permitted to pursue the teacher training course? If not, what method do you use to determine who shall be permitted to pursue it?"

In reply to the first part of this question, 71.9 per cent of the 221 cooperating institutions stated that they permit anyone who desires to do so to pursue the teacher training course. The replies by types of institutions are found in Table XIX. This shows

TABLE XIX. PRACTICE OF INSTITUTIONS RELATIVE TO PERMITTING STUDENTS TO PURSUE THE TEACHER TRAINING COURSE

				Type	of In	stituti	on			
	All		s.1	r.C.	S.N	1.S.	Coll.		Univ.	
Questions	Number Answering	Per Cent Answering Yes								
Are all students who so desire permitted to enroll in the teacher training course?	221	71.9	55	81.8	17	94.1	90	68.9	59	61.0
Do you use any method to deflect probable teaching failures from the training course	223	74.4	56	75.0	17	94.1	89	74.2	61	68.9

that most institutions have not as yet adopted a plan whereby they attempt to select likely prospects for the teacher training course.

It is of interest to note the methods that are used by the institutions which select applicants for the teacher training courses. Below are given the methods employed by the 65 institutions which have some plan of selection.

Method	Number
A certain scholastic average required for admission	
to the teacher training course	39
Must be recommended by a faculty committee	16
Must surpass certain score on an intelligence test	14
Must measure up to certain personality standards	
Must pass a health examination	
Must be of good moral character	
Must pass a general examination	
Must be in certain rank in high school class	
Must be in good standing in college	
Regulations of state department adherred to	
Must pass the course in exploratory teaching	
Must pass the teaching aptitude test	

These replies indicate that some institutions recognize that some attempt should be made to select likely teaching prospects for the teacher training course, that success in the course and in teaching depends upon something other than the desire to teach. It is significant that 39 institutions require that a student make a certain number of grade or honor points or a certain average in previous work before he will be admitted to the training course. Some might argue that this is an unjust requirement because the correlation between grades made in college and teaching success is low. It should be remembered in this connection that a correlation coefficient is no more valid than the measures that enter into that correlation. It will be admitted that there is as yet no valid criterion by which to measure teaching success, hence a correlation which is derived from a criterion that is not valid cannot be taken seriously. Furthermore, most authorities will agree that there is a critical point in scholarship below which successful teachers are not found. Whether this can be set in terms of grades is doubtful, but these institutions which require a certain average mark probably are using the best measure that is now available.

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A method that carries with it excellent possibilities when properly used is that found in 16 institutions, viz., a faculty committee passes on the qualifications of applicants and recommends those it believes to be qualified to pursue the teacher training course. Only 8 institutions report that they require a health examination of the students before admitting them to the training course. Others require the examination before admitting students to the insitution.

It is apparent that institutions which have rigid entrance requirements and select with care those students who are to be permitted to enroll in the teacher training course are likely to graduate a better teaching prospect than those institutions which have no basis of selection in either instance. Taken in the aggregate, most institutions have no method of selecting the fit candidates for the teaching profession, but expect to "weed" out the unfit during the course.

The cooperating institutions were asked to state whether they use any method by which probable teaching failures are deflected from the training course, and if so, to explain the method used.

A study of Table XIX discloses that 74.4 per cent of the institutions report that they attempt to deflect probable teaching failures into other channels. It is encouraging that so many see the importance of eliminating the misfits and take some steps to do so. When the methods used in the process are listed, it is at once apparent that they have not been well defined or developed. Below are given the methods named by the 166 institutions which report this practice:

Method Numb	er
Personal advice by faculty member or counselor105	
Must make certain average or withdraw from course 41	
Must pass courses or withdraw	
Must do satisfactory work in practice teaching 17	
Must make satisfactory progress in personality traits 13	
Must maintain certain health standards	
Must be recommended for positions	
Must be of good character	
Must pass prescribed courses in education	
Must make a certain score on an aptitude test	
Must adhere to state regulations	
All cripples are eliminated	

In all probability, the 25.6 per cent which report no efforts to eliminate the unfit (See Table XIX), really eliminate those failing in their work just as do the 30 institutions which stated that they used this method. The other methods reported by the 74.4 per cent of the institutions are attempts to place the elimination on some basis other than failing in courses. It is apparent that most of the institutions realize that a problem exists and that they are attempting to cope with it.

A few institutions (listed above under "Personal advice by faculty member or counselor") maintain a vocational guidance bureau for the purpose of assisting students in determining the field of work for which they are best fitted. These institutions probably hold to the position that it is not desirable for faculty members or counselors to tell a student that he is not qualified to teach unless they assist him in finding that for which he is qualified.

The data presented in this division point to some definite conclusions: (1) Few institutions (29 per cent) report that they use any method whatsoever in selecting those who are to be permitted to pursue the teacher training course. (2) The most common criterion used is a scholarship requirement. (3) Most of the institutions report methods whereby poor teaching prospects are deflected from the teacher training course, but they have as yet developed no definite and clear cut policies in this particular. (4) The most common method of deflecting students into other channels is some form of faculty advice or counsel.

The important implication in these findings is that with practically no selection of students for the teacher training course and with poor methods of deflecting poor teaching prospects from the course after they are admitted to it, many unfit and poorly prepared students register with the various placement offices and expect to secure positions. They have been admitted to the training course for teachers; they have been permitted to complete it; and they are eligible for certificates. Do they have a right to expect the institution to recommend them for a position in view of the fact that it permitted them to finish the training course? Is the placement officer obligated to nominate them for positions when they register with the placement service?

The placement directors were asked: After permitting a student to register with the placement office, do you consider it your responsibility or duty to recommend him for a position?

To this question, 60 directors (31.1 per cent) answered "Yes" and 133 (68.9 per cent) answered "No." The majority of directors, therefore, believe that they have a right to refuse to nominate persons who, they believe, are unfit for teaching, even though the registrants were permitted to complete the teacher training course and are eligible to secure certificates to teach. Here is found one of the fundamental weaknesses or difficulties in teacher placement work. A director feels that he cannot conscientiously recommend or nominate some students for positions because they are poor teaching prospects, yet the institution has led them to believe that they are prepared for teaching by permitting them to enroll in the teacher training course and to complete it. Obviously, the solution to the problem does not rest with the placement office alone. While the director may be mistaken in his estimate of a candidate's fitness for a position, he cannot be expected to violate his better judgment by nominating some one for a position for which he believes him to be unqualified. The institutions must meet the problem by exacting more rigid entrance requirements, by making a careful study of the individual student through a personnel program, and by deflecting probable teaching failures into fields of work for which they are better qualified.

## OTHER PRACTICES OF TEACHER PLACEMENT OFFICES

In an interview one placement director made the statement that it is his practice to nominate for a position any one who is qualified regardless of whether or not he is registered with the placement office. Another placement director follows the opposite practice: He does not nominate anyone for a position unless the individual is registered with the bureau, where his credentials are on file.

In order to determine which practice is generally followed, the placement directors were asked:

Do you nominate for positions students who are not registered with the placement office?

( ) Often; ( ) Someting	nes; ( ) Almost never.
-------------------------	------------------------

Of the 224 directors who answered the question, 18 (8 per cent) checked "Often"; 134 (61.5 per cent) checked "Sometimes"; and 72 (32.1 per cent) checked "Almost never." It is evident that most directors do not have a definite policy in this particular. One director probably expressed the attitude of many by saying, "I nominate some one else when no one is registered with the bureau who is qualified for a particular position."

### THE RELATION OF THE FACULTY TO PLACEMENT

Some placement directors, believing that all placements should be effected through a central office, deplore the fact that faculty members sometimes nominate students for positions and place them independently of the placement office. In order to determine as accurately as possible the part faculty members take in the placement program, the directors were asked to answer two questions in this particular. The first one read:

What part does the instructional staff play in nominating or recommending students for positions?

- ( ) Instructors are generally consulted or asked to suggest names before nominations are made.
- ( ) Instructors are consulted when office is in doubt as to which student or students to nominate.
- ( ) The office makes practically all nominations without assistance from instructors.

It is significant that almost exactly one-half of the directors (50.4 per cent) take an intermediate position with respect to the part they ask instructors to take in the placement work; the other half being equally divided between a very liberal policy and what might be termed a narrow policy. (See Table XX). One-half of the directors state that they consult instructors only when they are in doubt as to what student or students to nominate, 24.2 per cent make practically all nominations without assistance from instructors, while 25.2 per cent make a practice of consulting instructors or of asking them to suggest names of likely candidates before nominations are made.

Brogan<sup>21</sup> asked a selected group of city superintendents, college presidents, and directors of placement if they believed that a placement office should seek advice of the instructional staff in making nominations. Ninety-two per cent of the superintendents, 100 per cent of the presidents, and 93 per cent of the directors said that it should. Other questions in the same study brought responses which showed that those who were questioned believed that the relationship between the placement office and the instructors should be very close. Data presented in this investigation indicate that the relationship in actual practice is not as close as Brogan's respondents believe it should be.

TABLE XX. PART INSTRUCTORS TAKE IN MAKING NOMINATIONS FOR POSITIONS

5 . m . 1	Type of Institutions											
Part Taken by Instructors	All		s. 7	S. T. C.		S. N. S.		oll.	Univ.			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Instructors are generally consulted	65	25.4	19	28.4	6	27.3	25	24.8	15	22.7		
when director is in doubt as to one to nominate for position Office makes practically all nominations with-	129	50.4	34	50.7	8	36.4	54	53.5	33	50.0		
out assistance from faculty	52	24.2	14	20.9	8	36.4	22	21.8	18	27.3		
Total Number Replies	256	$ $ $ $ $ $ $ $ $ $	67	100.0	22	100.0	101	100.0	66	100.0		

The lack of cooperation between the placement office and the faculty members is not altogether due to the attitude of the placement director. Faculty members may believe, as has been suggested, that they have a right to nominate students independently of the placement office; they may try to sell their major students to employers; or in some other way they may make it difficult for the placement office to do efficient work. This problem was suggested by one placement director in an interview as being fundamental, hence, in order to see how widespread the practice has become, directors were asked the following questions:

Are placements effected by faculty members independently of the placement office?

- ( ) Almost never, policy being to make placements through office.
- ( ) Occasionally, but not as a general practice.
- ( ) Often; faculty members take the initiative.
- 21. Op. cit. Brogan, Whit. p. 56.

TABLE XXI. ATTITUDE OF FACULTY MEMBERS TOWARD EFFECTING PLACEMENTS INDEPENDENTLY OF OFFICE

	Type of Institutions										
Attitude Revealed by Faculty Members		All	s. '	г. с.	s.	N. S.	C	oll.	U	niv.	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Almost never make placements	111	47.4	31	54.4	11	57.9	46	50.0	23	34.8	
ments but not as general practice Often; take the initiative	112 11	47.9 4.7	26 0	45.6 0.0	8   0	42.1 0.0	40	43.5 6.5	38 5	57.6 7.6	
Total Answering	234	100.0	57	100.0	19	100.0	92	100.0	66	100.0	

That the faculty members do not take the initiative in placement work, but leave it almost altogether to the placement office, is revealed in Table XXI. Only 11 (4.7 per cent) of the 234 directors who answered the questions stated that faculty members often make placements independently of the placement office. One hundred twelve (47.9 per cent) said that faculty members make placements occasionally but not as a general practice, while 111 (47.4 per cent) stated that they almost never make placements independently of the placement office.

Another approach to a study of the part instructors have in placement work is to determine whether the credentials of a particular student are sent to employers at the request of a member of the faculty. Some directors believe that they should be sent at the request of a faculty member or registrant, who may hear of a vacancy. Others believe that they should be sent only at the request of the employer.

The directors were asked: Do you send the credentials of a student to school officials at the request of the student? At the request of a member of your faculty?

One hundred ninety-five (89.9 per cent) of the directors stated that they send credentials to school officials at the request of the student. This is not in line with the practice which Brogan's respondents believed should prevail.<sup>22</sup> He reports that 74 per cent of the city superintendents, 64 per cent of the presidents, and 51 per cent of the placement directors believed that the placement office should *not* send credentials at the request of the student unless the employer expressed a desire for such service.

22. Ibid. p. 58.

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The practice of sending credentials at the request of the student, unless accompanied by a statement to the effect that the sending of the credentials does not imply a nomination, may be one reason why employers are not making as much use of the college placement offices as they might.

In answer to the query as to whether credentials are sent at the request of the faculty members, 138 (82.6 per cent) directors answered "Yes," and 29 (17.4 per cent) answered "No." It is difficult to understand why 17.4 per cent of the directors refuse to send credentials to school officials at the request of faculty members while only 10.1 per cent refuse to do so at the request of a student. If credentials were sent at the request of faculty members when they give evidence to show that a vacancy exists, it might encourage them to take a more active part in the placement work of the institution and should bring about that closer relationship that Brogan's respondents believe should exist between the faculty and the placement office.

#### GROUPS SERVED BY THE PLACEMENT OFFICE

There are four groups that may be served by the placement office. They are (1) the registrants in the office or bureau, (2) the employers, (3) the children to be taught by the teacher placed, and (4) the institution doing the placing. It is evident that the type of work done depends quite largely on which of these groups is considered most important. That is, whose interest is first sought? Do the directors strive to place their students in positions irrespective of the interests of society as a whole? Do they try to please employers irrespective of the interests of their students?

The directors were asked to number the four groups named from 1 to 4, assigning number 1 to group which is considered FIRST in importance, number 2 to second, and so on.

The replies to this question reveal some interesting facts.

That which is most outstanding in Table XXII is that directors are keenly aware of the responsibility they owe to the children who are to be taught. When 132 (approximately 70 per cent) of those answering say that they have the welfare of the children in mind first, it is probable that they are more careful in effecting place-

ments than they would be if they had in mind merely the welfare of the registrants. It is somewhat surprising that as many as 32 place the registrants first in importance in their service program. Where such a condition exists, the directors evidently believe that they are obligated to secure positions for their students.

It is somewhat surprising that 147 of the directors would place the college last in importance while only 3 place it first. These probably believe that when the interests of the children, the employer, and the registrant are protected, the best interests of the institution are served at the same time.

TABLE XXII. RANKS ASSIGNED TO VARIOUS GROUPS BY 192 PLACEMENT DIRECTORS WHEN ASKED TO RANK THEM IN ORDER OF IMPORTANCE IN A SERVICE PROGRAM

Group			Average		
dioup	1	II	III	IV	Rank
Registrants	32	78	68	13	2.3
Employer	29	85	67	11	2.3
Children	132	20	27	13	1.6
College	3	11	31	147	3.7

### Policies Governing Advertising Service

To what extent may college placement bureaus legitimately advertise their service? In some way, school officials should be informed that the service is available. The success of the work will be determined largely by the relationship that exists between the institution and the employers.

The directors were asked to check which of the following methods they use in informing school officials of their service:

(	)	None
(	)	Statement in college catalog.
(	)	Attend educational meetings; visit in field.
(	)	Occasional newspaper and magazine articles abou
		service.
(	)	Send college bulletins explaining service.
(	)	Send form letters explaining service.
(	)	Advertise in newspaper or magazine.
(	)	Any other?
		•

The most common method used by the 223 directors who responded to the inquiry is that of form letters sent to school

officials. Over 75 per cent of the directors use this method (Table XXIII). The next most common methods are "statement in the college catalog" and "attendance at educational meetings or visits in the field" on the part of the directors (61.4 per cent use these methods).

It is encouraging to find that only four (1.8 per cent) of the institutions advertise their service in newspapers or magazines. This is another indication that teacher placement in colleges and universities is on a professional and not a commercial basis.

Only 6.3 per cent of the directors report that they use no method of informing school officials about the service. This reveals that practically all of the institutions cooperating in this study appreciate the importance of informing school officials that they are prepared to assist them in securing qualified teachers.

There is little difference between the various types of institutions in the matter of advertising the placement service. The situation that prevails in the state teachers colleges, normal schools, colleges, and universities as separate groups may be seen at a glance in Table XXIII.

# Policies Governing Collection of Information About Registrants and Making Nominations

An understanding of the work of placement offices is incomplete without a study of the information which the director has about the registrants. Qualified registrants will be nominated for posi-

TABLE XXIII. METHOD USED BY INSTITUTIONS IN INFORMING SCHOOL OFFICIALS ABOUT PLACEMENT SERVICE

	Type of Institution										
Method Used	All		S.T.C.		S.N.S.		Coll.		Univ.		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
None	14	6.3	3	5.5	0	0.0	9	9.9	2	3.3	
Statement in Catalog Visit in field, attend	137	61.4	42	76.4	10	58.8	50	54.9	35	58.3	
meetings Newspaper or magazine	137	61.4	36	65.5	12	70.6	54	59.3	35	58.3	
articles	67	30.0	17	30.9	8	47.1	21	23.1	21	35.0	
College bulletins	36	16.1	15	27.3	3	17.6	11	12.1	7	11.7	
Form letters	168	75.3	40	72.7	10	58.8	70	76.9	48	80.0	
or magazines	4	1.8	1	1.8	) 0	0.0	2	2.2	1	1.7	
Others	18	8.1	4	7.3	2	11.8	5	5.5	7	11.7	
Total Answering	22	3		55		17		91		60	

tions to the extent that the director exercises care in choosing the one to be nominated when several persons are available for a particular position. Care can be exercised in this choice provided the director has reliable information about the registrants.

While it is true that directors do not necessarily use all of the information to which they have access in making nominations, it is likewise true that they can not use that to which they do not have access or which is not available. Hence, the best insight into the matter of intelligent nominations can be obtained from a study of the information about each registrant which the director has on file in his office. Accordingly, the directors were asked:

"What information about the registrants do you have recorded in your office?"

( ) Institutions attended.
( ) Courses taken in college.
( ) Grades made in college.
( ) Extra-curricular activities.
( ) Teaching experience.
( ) Health record.
( ) Photograph.
( ) Practice teaching record.
( ) Letters of recommendation from instructors.
( ) Intelligence test scores.
( ) Any other?

The items listed were those which were mentioned as being important in the literature in the field, and over 50 per cent of Brogans' respondents considered them essential.<sup>23</sup> Space was provided, however, for directors to supply other items of information which they record.

The item of information which is recorded in the offices of the greatest number of placement directors is that which states the extent of teaching experience the registrant has had. This item is recorded in 97.7 per cent of the offices. A list of institutions which the registrants have attended, the courses taken in college, extracurricular activities engaged in, and practice teaching records, are items which are recorded in over 90 per cent of the offices. Intelligence test scores of registrants are recorded in the fewest offices (37.6 per cent). It is surprising that the health record of the regis-

23. Ibid. p. 12.

trants is recorded in only 54.1 per cent of the offices, since it is one of the most important items of information which a director should have. Sixteen of the 18 (88.9 per cent) normal school placement directors report that they have a record of the health of the registrants while only 47.3 per cent of the state teachers college directors report a health record available.

Fifty-seven (26.1 per cent) of the directors report items of information other than those listed in Table XXIV. The one most frequently mentioned was personal data such as height, weight, sex, etc. Others mentioned one time or more were:

Special abilities, such as song leading, club work, etc.

Experience in community work.

Personal history.

Summer work.

Major and minor field.

Type of certificate held.

Oral examination marks. Church affiliation or preference.

Matrimonial status.

Personality ratings.

Achievement test scores.

Special interests.

Preferences in teaching.

High school records.

Prizes and honors received in college.

Character ratings.

Personal page written by registrant.

TABLE XXIV. INFORMATION WHICH PLACEMENT DIRECTORS IN EDUCA-TIONAL INSTITUTIONS HAVE RECORDED ABOUT THE REGISTRANTS

	Type of Institution										
1tem of Information	A	11	S.	S.T.C.		S.N.S.		Coll.		Jniv.	
	No.	Pet.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Institutions attended	209	95.5	53	96.4	17	94.4	83	95.4	56	96.6	
Courses taken in college		96.3	52	94.5	16	88.9	85	97.7	57	98.3	
Grades made in college		71.6	36	65.5	16	88.9	69	79.3	35	60.3	
Extra-curricular activities		93.6	51	92.7	18	100.0	80	92.0	55	94.8	
reaching experience		97.7	55	100.0	18	100.0	83	95.4	57	98.3	
Health record	118	54.1	26	47.3	16	88.9	44	50.6	32	55.2	
Photograph		76.6	47	85.5	13	72.2	57	65.5	50	86.2	
Practice teaching record		92.2	54	98.2	18	100.0	77	88.5	52	89.7	
Letters of recommendation		1	" -	1	1		1	00.0	-		
from teachers	182	83.5	49	88.1	12	66.7	69	79.3	52	89.7	
Letters of recommendation	{	1	1	(							
from others	152	69.7	43	78.2	9	50.0	53	60.9	47	81.0	
Intelligence test scores		37.6	22	40.0	9	50.0	37	42.5	14	24.1	
Other	57	26.1	16	29.1	6	33.3	22	25.3	13	22.4	
Number of Replies	2	18		55		18		87		58	

Reports from high school principal. Memoranda of interviews in placement office. Publications.

## Nominations

One criticism that is sometimes made of the teacher placement office is that the directors try to "scll" their registrants to the employers. That is, in their desire to place their registrants, directors sometimes nominate a candidate who has had no special preparation in the field in which the vacancy is reported.

In an attempt to determine how wide spread such practice has become, the directors were asked:

In case you have a request for a teacher of a particular subject, e. g. history teacher in high school, and you have no registrant available who majored in that subject, what disposition do you make of it as a general rule?

- ( ) Make no nomination.( ) Nominate only those students who minored in subject.
- Nominate students who majored or minored in subjects most closely related to field of inquiry.
- ( ) Any other? .....

Thirty-eight per cent of the directors report that they make no nominations when they do not have a registrant available who majored in the field for which a teacher has been requested. (See Table XXV). Among those who do make nominations, 53.2 per cent report that they nominate only those who minored in the subject. When 91.2 per cent of the directors restrict their nominations to those who majored or minored in the subject for which a

TABLE XXV. DISPOSITION MADE OF INQUIRIES WHEN THERE IS NO REGISTRANT AVAILABLE WHO MAJORED IN FIELD FOR WHICH REQUEST IS RECEIVED

	Type of Institution									
Disposition of Inquiry	All		S	S.T.C.		S.N.S.		Coll.		niv.
•	No.	Pct.	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Make no nominations Nom. minors in subject only Nominate those who majored or minored in subjects	82 115	38.0 53.2	17 34	31.5 63.0	8 2	57.1 14.3	31 51	34.4 56.7	26 28	44.8 48.3
closely related Other	46 23	21.3	12 6	22.2 11.1	4 4	28.6 28.6	13 3	14.4 3.3	17 10	29.3 17.2
Replies	2	16		54	:	14		90		58

teacher is requested, the charge of "selling" candidates cannot hold. While some directors do nominate students who are not prepared for certain positions, most of them (91.2 per cent) follow a procedure that can be defended. Only 21.3 per cent report that they nominate students who have majored or minored in subjects most closely related to the field of inquiry. It is this practice which results in college credentials being considered of little value by some superintendents.

The statements made by those who reported a procedure other than those mentioned in the question are very illuminating. Some of these statements were:

"Call upon placement office at University for list of our graduates doing advanced work there."

"Suggest other sources."

"Write letter explaining inability to fill."

"Consult head of normal school department in that subject."

"May refer it to state university."

"Nominate some outstanding student who is good in this field but who did not major in it."

"Sometimes cooperate with other college placement bureaus,

which is reciprocated."

"See if there is a person who is not registered with us who is prepared."

"Send the notice to the State Teacher Employment Bureau."

"Recommend any student or graduate whom I think may possibly do the work satisfactorily but with a frank statement of limitations."

"Look for candidates outside of institution."

"Sometimes refer to alumnus who would perform well in the position."

These statements indicate that there is a tendency on the part of some directors to cooperate with directors in other institutions in effecting the placement of qualified candidates.

Another criticism that is sometimes made of the college placement office is that when a request is made for a teacher, the director selects the registrant whom he believes to be best qualified for the position and nominates him and attempts to "sell" him when several other registrants are qualified. The majority of Brogan's respondents believe that the director should send the credentials of several candidates to the school officials and permit them to make the final choice.<sup>24</sup>

The directors were asked:

In case you have several registrants who would qualify for a position, do you:

Nominate one student only and attempt to sell him? Yes............

In the latter case, how many do you usually nominate?

TABLE XXVI. THE PRACTICE OF EDUCATIONAL INSTITUTIONS IN NOMINATING ONE OR MORE REGISTRANTS FOR A VACANCY

	Type of Institution									
Number Usually Nominated	1	A11	s.	т. с.	s.	N. S.		Coll.	U	Iniv.
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
One only	50	25.9	14	29.8	6	33.3	21	26.9	9	18.0
More than one	143	74.1	33	70.2	12	66.7	57	73.1	41	82.0
Total	193	100.0	47	100.0	18	100.0	78	100.0	50	100.0

Table XXVI reveals that 74.1 per cent of the directors send more than one set of credentials to the school officials and let them choose the most likely prospect from that list. In other words, no attempt is made by most directors to sell any particular registrant to an employer. The most frequent answer to the question as to the number nominated when more than one are nominated was "two or three."

It may be said, therefore, that when no registrant is available who has majored in the field for which a request is received for a teacher, it is the policy of most placement offices to nominate no one for the position or in case some one is nominated, to nominate a registrant who has minored in that field; and, in case several registrants, all of whom appear to be qualified, are available for a particular position, two or three are nominated and final choice left to the employer.

## SUMMARY AND CONCLUSIONS

The purpose of this chapter has been to present data that would reveal the policies which direct teacher placement in educational institutions. The important findings may be summarized as follows:

- 1. Over 90 per cent of the institutions pay all or part of the expenses of teacher placement out of the general fund. Only 32.2 per cent charge those who register with the placement office a registration fee; 1.8 per cent charge a per cent of the salary of those placed; and 3.1 per cent derive funds from sources other than those named.
- 2. The median registration fee charged by 74 placement offices is \$1.84; the modal fee is \$1.00.
- 3. Most institutions (74.8 per cent) permit any one who is a student in the institution to register with the placement office; 79.2 per cent permit former students or alumni to register; 23.9 per cent restrict registration of resident students to those in the graduating classes; and 11.1 per cent permit any one who is eligible for an educational position to register.

Only 4.8 per cent of the institutions require all students to register with the placement office and 14.5 per cent require all graduating students to register.

4. Some students who are not qualified to teach are apt to register for placement in many and probably most of the placement offices. This is true because 22.7 per cent of the institutions admit to the institution all who apply for admission; 69.1 per cent admit over 90 per cent of those who apply; and 71.9 per cent permit any one who so desires to pursue the teacher training course after being admitted to the institution. In the 65 institutions that make an attempt to select the most likely teaching prospects for the teacher training course, 39 make the selection on the basis of a minimum scholastic average; 16 require a recommendation from a faculty committee; 14 require the students to come up to a certain score on a standardized intelligence test; and 13 require that they measure up to certain personality standards.

The most frequently named method of deflecting poor teaching prospects from the training course used by the 74.14 per cent of the institutions which attempt such, is that of "personal advice by a faculty member or counselor"; over 50 per cent of the institutions use this method.

Most of the directors (68.9 per cent) do not feel obligated to nominate for positions all who register with the office.

- 5. With respect to nominating those who are not registered with the placement office, 8 per cent of the directors report that they often nominate those not registered, 61.5 per cent sometimes nominate other than registrants, and 32.1 per cent almost never nominate those who are not registered.
- 6. Members of the faculty do not take an active part in placement work, due, no doubt, to the fact that placement directors do not ask them to assist as they might. Only 25.4 per cent of the directors state that they generally consult faculty members before making nominations; 50.4 per cent consult them when in doubt as to which candidate to nominate for a particular position; and 24.2 per cent make practically all nominations without assistance from faculty members. Only 4.7 per cent report that faculty members often make placements independently of the placement office; 47.9 per cent state that such placements are made occasionally; and 47.4 per cent report that faculty members almost never make such placements.
- 7. Most institutions (89.9 per cent) send a registrant's credentials to a prospective employer at the request of the registrant, and 82.6 per cent send them at the request of a member of the faculty.
- 8. The majority of the directors (132 out of 192) believe that the children to be taught should be considered first in importance in a placement program, while 147 ranked the college doing the placing last in importance.
- 9. The most frequently mentioned methods of advertising the placement service were form letters, statements in the college catalog, and visits in the field by the directors.
- 10. Over 90 per cent of the offices have a record of the teaching experience, institutions attended, courses pursued, extra-class activities engaged in, and the practice teaching records made by the registrants.
- 11. The directors as a whole are particular that they nominate those who appear to be prepared for the position. When a call comes for a teacher of a particular subject and no one is available who majored in that subject, 38.0 per cent state that they nominate no one for the position, 53.2 per cent nominate those who minored

in the subject, and 21.3 per cent nominate those who minored or majored in subjects closely related.

Most of the directors report that they nominate "two or three" candidates for a position when they have several available who are qualified and leave final choice to the employer.

#### CHAPTER V

# EXTENT OF SERVICE RENDERED

Data are presented in this chapter regarding the scope of the activities of the placement offices in educational institutions. It was anticipated, when plans were being made for the investigation, that difficulty would be encountered in securing these data due to lack of complete records in placement offices. However, the resulting light upon the manner in which records are kept promised to compensate for the difficulties that might be encountered.

Question 23 of Inquiry II (Appendix B) read:

Give below your record of placement from September 1, 1930 to September 1, 1931, or from July 1, 1930 to July 1, 1931. (Your records may be such that it is more convenient for you to give the data for one period than for the other).

Item Number

Requests received for educational workers
Nominations made
Positions filled as a result of nominations
New registrants for positions (first time registrants)
New registrants who did not secure positions

The twelve months covered in the report, whether from July 1, 1930 to July 1, 1931, or from September 1, 1930 to September 1, 1931, unquestionably represent a period that was abnormal. Several respondents suggested that such was the case. The depression made it difficult to place candidates in teaching positions. This should be kept in mind when the data are analyzed.

# REQUESTS FOR EDUCATIONAL WORKERS

While it is true that the extent of the activity of placement bureaus cannot be measured by the number of requests received for teachers, these present, nevertheless, a partial index.

One of the most significant facts revealed in Table XXVII is that only 130 institutions reported the number of requests they received for teachers during a twelve-month period. Replies to other questions totaled about 225 (see other Tables on preceding pages). The small number of replies in this case is due to lack of records

concerning requests for workers. In a few cases, the respondents stated that they did not have time to secure the data from records, but in most cases the blank was marked "no record." Placement directors who keep no record of the requests for teachers must surely find it difficult to advise prospective teachers as to possibilities for employment.

The directors were not asked to state the number of requests they received for teachers in the separate fields, such as kindergarten, primary, elementary, etc., because the preliminary interviews held with directors indicated that they would be unable to supply this information due to insufficient records. While such information would be of interest, it was not essential to an understanding of the general extent of teacher placement activities.

The smallest number of calls received for educational workers during a period of twelve months was 6. This was in a small liberal arts college. The largest number was 2042, which was in a large state teachers' college. The minimum and maximum numbers reported in state teachers' colleges were 50 and 2042 respectively; in state normal schools 70 and 400; in colleges 6 and 1284; and in universities 20 and 1578. The medians (Table XXVII), in order of size for the various types of institutions, were: state normal schools - 99.5; colleges - 99.5; universities - 224.5; state teachers' colleges - 324.5; and for all institutions - 174.5.

While these data show the number of calls received for teachers by the college placement office, they should not be interpreted as an indication of the demand for teachers. When a superintendent notifies one office that a vacancy exists in his school and requests that candidates be directed to place applications with him, he may notify two or three other offices of such vacancy. This leads to a duplication in the reports by the placement offices. A true statement with reference to the conditions that prevail in this particular would be: The median institution received 174.5 requests for teachers (educational workers) during a period of twelve months, and hence, had an opportunity of nominating candidates for that number of positions.

TABLE XXVII. CALLS RECEIVED FOR EDUCATIONAL WORKERS BY PLACE-MENT OFFICES DURING A TWELVE MONTH'S PERIOD\*

	· .	Type and N	lumber of	Institutions	
Number of Calls	All	S.T.C.	S.N.S.	Colleges	Univ.
Under 50	20	1	0	15	4
50- 99	28	5	5	10	
100-149	13	0	2	8	8 <b>3</b> 5
150-199	8	ž	l ō	i	5
200-249	12	2	ĭ	6	3
250-299	6	2	ñ	Ă	ő
300-349	6	3	ň	1 1	2
350-399	4	1 1	1	i	1
400-449	6	2	i	i i	3
450-499	4	ī	أ أ	0	ä
500-549	3	1	ì	1 1	ĭ
550-599	ő	0	Ň	1 1	Ď
600-649	3	ı ĭ	ŏ	1 1	ĭ
650-699	9	i	ŏ	1 6 1	1
700-749	3	i	ň	ŏ	2
750-799	í	î	ň	ìŏi	ñ
800-849	ō	Ô	ň	0 1	ň
850-899	í	ŏ	ň	l ŏ 1	ĭ
900-949	î	ň	ŏ	ŏ	ī
950-999	î	ŏ	ŏ	ŏ	î
1000 and over	8	3	ŏ	2	9
1000 0101					
Total Replies	130	27	10	50	43
Median	174.5	324.5	99.5	99.5	224.5

<sup>\*</sup>The reports cover twelve months but the months are not coincident.

# Number of Nominations Made By the Placement Directors

When a placement director receives a call for a teacher, he may dispose of it in one of three ways: (1) nominate the one registrant who appears to be best qualified; (2) nominate no one for the place because he has no qualified registrant; or (3) nominate two or more candidates. When asked what their practice is when several registrants are qualified for a particular position, most of the directors stated that they nominate two or three candidates for the position. (See page 60.)

The directors were asked to give the total number of nominations made by them during the period of twelve months. The replies from 121 directors showed the median number of nominations to be 215.4 (Table XXVIII).

The largest median number of nominations was 449.5, reported by the teachers' colleges. The smallest was 90.4, reported by the college group. One institution, a state teachers' college, reported that it made 6,568 nominations during the period covered by its report, while another state teachers' college reported only 50 nominations. A small liberal arts college reported that it made only 8 nominations while another reported that it made 1159 nominations during the period. The range in the university group was from 27 to 4,000, and in the state normal school group, it was from 69 to 900. The difference between institutions in the number of nominations made is entirely out of proportion to the number of calls received for teachers. (See page 65.)

TABLE XXVIII. NUMBER OF NOMINATIONS FOR POSITIONS
MADE BY 121 PLACEMENT DIRECTORS

		Туре	of Institu	tion	
Number of Nominations	All	S.T.C.	S.N.S.	Colleges	Univ.
Under 50	18	0	0	15	3
50- 99	20	1	1	11	7
100-149	16	2	4	5	5
150-199	3	1	Ō	1	1
200-249	11	ī	i	6	3
250-299	9	3	1	1 1	4
300-349	4	i	ī	2	0
350-399	5	2	1	1 1	1 -
400-449	2	0	0	ī	ī
450-499	4	ĺi	0	0	3
500-549	$\bar{2}$	2	0	1 0 1	Ō
550-599	ī	i ī	Ö	0 1	ō
600-649	ī	ī	Ö	0 1	Õ
650-699	3	2	Ò	0 1	Ö
700-749	ī	l ī	0	1 0 1	Ŏ
750-799	$\tilde{3}$	ĺī	ĭ	l i i	Ŏ
800-849	ō	ō	ō	ō	ŏ
850-899	ĭ	Ö	Ö	i	ŏ
900-949	3	Ö	i	ō	2
950-999	0	Ö	0	i o	0
1000 and over	14	3	0	3	8
deplies	121	23	11	48	39
Median	215.4	449.5	199.5	90.4	<b>2</b> 55.8

### PLACEMENTS EFFECTED

The directors were asked to state how many placements were effected as a result of the nominations that were made. The replies are tabulated (Table XXIX) for the institutions reporting the number of calls received together with the number of placements effected.

The state normal schools are most successful in filling the calls received for teachers. They filled 66.7 per cent of the calls, the teachers' colleges 42.7 per cent, the universities 34.5 per cent, and the colleges only 29.9 per cent. The difference in the success with

Total .....

Type of Institution	Number of Institutions Reporting	Number of Calls	Number of Calls Filled	Per Cent of Calls Filled
S. T. C. S. N. S. Colleges Universities	20	10,533	4,496	42.7
	10	1,623	1,082	66.7
	46	8,716	2,610	29.9
	38	14,664	5,059	34.5

35,536

13,247

37.3

TABLE XXIX. NUMBER AND PER CENT OF CALLS FOR TEACHERS FILLED BY 114 INSTITUTIONS

which the calls are filled is probably due to the fact that school officials look to the state teachers' colleges and normal schools as the principal source from which to secure their teachers and find it unnecessary to look elsewhere. These institutions usually have many more prospective teachers than the liberal arts colleges and are able to nominate qualified candidates for most of the positions for which teachers are requested.

It is possible, too, that the kinds of positions filled by these three types of institutions vary. The normal schools may have placed more of the elementary teachers while the universities and colleges placed more high school teachers, less numerous and harder to place. (See Table XXXIV).

That some institutions are much more successful than others of the same type in filling the calls is revealed in Table XXX. For example, one state teachers' college filled over 90 per cent of the calls while six others filled less than 30 per cent. The difference

TABLE XXX. NUMBER OF INSTITUTIONS FILLING DESIGNATED PER CENT OF CALLS RECEIVED FOR TEACHERS

		Tyj	pe of Insti	itution	
Per Cent of Calls Filled	All	S.T.C.	S.N.S.	Colleges	Univs.
1- 9 10-19 20-29 30-39 40-49 50-59 60-69 70-79 80-89 90-99	5 10 222 25 11 15 10 7	0 0 6 6 0 2 3 0 2 1	0 0 0 1 1 1 2 1 0 5	2 7 9 11 5 5 2 4 1	3 3 7 7 5 6 4 3 0
Total	114	20	10	46	38

is as great among the colleges and universities. Several factors may contribute to this difference. If several institutions are located in the same vicinity, the chances are that a school official in that vicinity will ask all of them to nominate some one for a vacancy which he has. Another institution may be located in a place where school officials find it convenient to report vacancies to it alone. No doubt some institutions find it difficult to fill the calls because of poor placement methods. If an institution fills less than the average for its type (See Table XXIX) it would do well to study the methods used by the placement office. The chances are that improvement can be made.

## NEW REGISTRANTS AND NUMBER PLACED

Another insight into the extent of the service rendered by the placement offices may be got from the number of registrants in the placement offices. The directors were asked to give the number of students who registered for placement during the twelve months' period covered by the report. The median number of new registrants in all institutions was 95.6 (Table XXXI).

TABLE XXXI. THE NUMBER OF FIRST-TIME REGISTRANTS IN COLLEGE PLACEMENT OFFICES

		Туре	of Institu	tion	
Number	All	S.T.C.	S.N.S.	Colleges	Univ.
Under 25	6	0	0	5	1
25- 49	23	2	0	17	4
50- 74	29	l ī	3	15	10
75- 99	16	4	0	7	5
100-124	9	3	l ŏ	2	4
125-149	6	2	ő	2	$\tilde{2}$
150-174	5	2	ì	0	3
175-199	9	3	2	i	3
200-224	6	4	0	i ō	2
225-249	5	i	ĭ	ĭ	$\bar{2}$
250-274	2	i	i i	i n	ī
275-299	<u>-</u>	2	l ĭ	1 1	2
300-324	3	1 1	1 1	1 1	õ
325-349	2	2	0	0 1	ň
350-374	ĩ	ō	ő	o l	ĭ
375-399	i	0	0	0 }	i
400-424	ñ	0	i o	0 1	ñ
425-449	ŏ	0	ő	0	ő
450-474	$\overset{\circ}{2}$	0	0	0	$\overset{\circ}{2}$
475-499	õ	Ŏ	Ŏ	0 0	0
500 and over	12	5	1	1 1	5
Replies	143	33	10	53	47
Median	95.6	195.3	186.5	57.0	121.4

This means that each institution has a large responsibility placed upon it. It must assist these registrants in securing positions for which they have been trained. Twelve institutions report that they have over 500 registrants in each institution; 21 have over 300 registrants in each; and 40 have over 200 in each. Each of these registrants has been trained for a particular type of work. His personal traits are such that he is better fitted to adapt himself to one situation than he is to another. The placement director has the responsibility of assisting him in securing a position where he can do his best work, and of assisting the employer in securing teachers who are qualified.

Some indication of the efficiency of the work of placement offices may be found in the per cent of new registrants who secured positions. The replies from the institutions which reported the number of first time registrants together with the number not placed are tabulated in Table XXXII.

There is little difference between the types of institutions in the per cent of new registrants who are placed. The state teachers' colleges placed 65.8 per cent, the normal schools 64.6 per cent, the colleges 63.8 per cent, and the universities 60.7 per cent.

TABLE XXXII. FIRST TIME REGISTRANTS IN PLACEMENT OFFICES AND PER CENT SECURING POSITIONS DURING A PERIOD OF TWELVE MONTHS

Type of Institution	Number of Institutions Reporting	Number of New Registrants	Number Securing Positions	Per Cent Securing Positions 65.8 64.6 63.8 60.7		
S. T. C. S. N. S. Colleges Universities	33 10 52 40	8325 1999 4198 7835	5475 1292 2680 4759			
Total	135	22357	14206	63.5		

Large differences are found between institutions with respect to the per centage of registrants who are placed. Whereas four state teachers' colleges reported that they placed over 90 per cent of their first time registrants, four reported that they placed less than 50 per cent. Seven universities placed over 80 per cent of their first time registrants while another placed less than 10 per cent. It is difficult to measure the efficiency of the placement office. Brogan found that "placement directors and college presidents are

TABLE XXXIII. NUMBER OF INSTITUTIONS PLACING DESIGNATED PER CENT OF NEW REGISTRANTS DURING A PERIOD OF TWELVE MONTHS

Per Cent of Registrants Placed	Type of Institution and Number									
	All	S.T.C.	s.n.s.	Colleges	Univ					
0- 9	1	0	0	0	1					
10-19	ī	0	0	1	0					
20-29	3	0	0	1	2					
30-39	4	1	0	2	1					
40-49	11	3	0	5	3					
50-59	28	5	2	14	7					
60-69	26	4	3	7	12					
70-79	27	8	1	11	7					
80-89	25	8	3	7	7					
90-99	9	4	1	4	0					
otal	135	33	10	52	40					

strongly opposed to measuring the service of the office in the terms of the number of placements made." 25 His respondents ranked as the best measurement of service rendered an increased professionalization of education through stimulation of more cthical procedures in the filling of educational positions."26 them must have recognized that such a measure would be difficult to apply, for we find Brogan making the following comment:

"Several superintendents advanced a somewhat contrary opinion concerning the uses of number of placements as a measure of service . . . . Comments written by superintendents on the questionnaire somewhat explained this disagreement, but several interviews were necessary to clarify this point. It is simply that honest, professional service will, in the long run, reward itself. Number of vacancies filled, annual increases, etc., would reflect objectively, an increasing or decreasing confidence on the part of the employers; hence, an office which has been in operation a number of years, long enough for employers and alumni to understand thoroughly its philosophy and practices, will derive a fairly sound measure of its professional service from the number in the profession who seek its services."27

It is clearly evident, therefore, that that office is the most successful which places the largest percentage of its registrants while abiding by the professional ethics of teacher placement, the most im-

Ibid. Brogan, Whit. p. 83. Ibid. Brogan, Whit. p. 82. Ibid. Brogan, Whit. p. 83-84. 26.

<sup>27.</sup> 

portant of which is that a student must be placed in that position for which he has been trained and for which he is suited in personal traits. This being true, and assuming that all placement directors are ethical in their procedures, a study of Table XXXIII reveals that some placement offices are much more successful than others. Several factors, no doubt, contribute to this difference. The location of the institution probably plays a vital part. The procedures employed by the office probably have more to do with it than any other factor.

# FIELDS IN WHICH REGISTRANTS ARE PLACED COMPARED WITH THEIR PREFERENCES

One of the most perplexing problems facing educational authorities is that which has to do with prospective teachers securing positions for which they have been trained. A student in college pursues a course of training which is designed to fit him to teach in the elementary school and he secures a position teaching science in high school. Another prepares to teach science in high school and secures a position teaching in the intermediate grades.

Because of their training, experience, and position, the directors of teacher placement bureaus should know best what type of training their applicants have had, what kind of position they are best fitted for, and what kind of position they actually secured. They were asked, therefore, to give the following information:

M. 1 D. C.	Num	Number Securing Positions in Various Fields										
ing position	Kind.	Prim.	Elem.	Jr. H.	Sr. H.	Not Placed						
en												
h												
n												
	en h	Number Prefering position Kind.	Number Prefering position Kind. Prim.	Number Prefering position Kind. Prim. Elem.	Number Prefering position Kind. Prim. Elem. Jr. H.	Number Prefering position Kind. Prim. Elem. Jr. H. Sr. H.						

Most of the directors reported that their records did not show these numbers. The placement directors in 24 state teachers' colleges, 10 state normal schools, 35 liberal arts colleges, and 23 universities gave the data in such a form as to be usable in this report. They reported the destination of 6661 registrants in the teachers college placement offices, 1823 registrants in the normal

school placement offices, 2752 in the colleges, and 3787 in the universities.

The directors were asked to report the field in which the registrant preferred to teach because it was believed that this information would be more readily available than a record of the field for which the registrant had been trained. In some institutions a student may take about the same number of courses in the department of elementary and the department of secondary education and receive a certificate which will permit him to teach in the elementary or the secondary school. If the director were asked to state in which field he had been trained to teach, he would be unable to say. The chances are, however, that when a registrant is asked to state his preference, that preference is more in line with his training than the opinion of the director would be. It is recognized that some registrants prefer to teach in one field when they have received their training in another, but such cases are few.

Possibly the most striking fact disclosed from a study of the data (Table XXXIV) is that 41.3 per cent of all the registrants did not secure positions or else the directors did not know what type of positions they secured. Many registrants secured positions without the assistance of the placement office, hence were not included in the reports.

Registrants who prefer to teach in the primary grades are not only most successful in securing positions (65.2 per cent were reported as being placed) but they are likewise most successful in securing the positions of their preference (58.8 per cent secured positions in the primary school). Those registrants who prefer to teach in junior high school find it most difficult to secure positions (53 per cent were reported placed) and to secure a position in the field of their preference (only 34.8 per cent secured positions in junior high schools).

Few of the registrants who prefer to teach in the kindergarten, primary, or intermediate fields secure positions in the junior or senior high schools. Only 58 (1.3 per cent) of those who were placed secured positions above the elementary school, of which number 15 preferred to teach in the intermediate grades. The situation is different with reference to those who prefer to teach in the junior or senior high schools. Of those who were placed, 10.1

per cent secured positions in a field below the junior high school. If the position is taken that a student who prefers to teach in the senior high school is prepared to teach in the junior high but not in the grades below the junior high school, and that one who prefers to teach in the junior high is prepared to teach in the senior high school, the data presented show that only 10.1 per cent of those who prefer to teach in the secondary school field are misplaced. This does not take account, however, of the 45 to 47 per cent who were not placed by the office. Probably a higher per

TABLE XXXIV. NUMBER OF PROSPECTIVE TEACHERS IN 92 EDUCATIONAL INSTITUTIONS PREFERRING POSITIONS IN DESIGNATED FIELDS AND FIELDS IN WHICH THEY SECURED POSITIONS

Number and Per Cent Securing Positions In											In		
Type of Institution and Field	No .Preferring Positions in Field Indicated			Primary		Elementary		Jr. High		Sr. High		Not Placed	
		No	. 1 %	No.	%	No.	1%	No	.  %	No.	1%	No.	1%
All Institutions Kindergarten Primary Intermediate Junior High Senior High	2319 4247 1569	129 37 21 0 11	40.4 1.6 0.5 0.2	1363	$\frac{2.7}{1.4}$	$\frac{104}{2487}$	$4.5 \\ 58.6 \\ 14.5$	38	$0.4 \\ 0.9 \\ 34.9$	13	$0.3 \\ 2.1$	808 1575 738	37.1 47.0
Total	15023	198	1.3	1579	10.5	2995	19.9	974	6.5	3065	20.4	6212	41.3
S. T. C. Kindergarten Primary Intermediate Junior High Senior High	1331 2334 891	64 35 20 0	0.9		0.4	77 1460	5.8 62.6 18.4	26	0.1 1.1 32.9 1.8	3	0.1	479 772 427	34.1 36.0 33.1 47.9 49.5
Total	6661	119	1.8	837	12.6	1770	26.6	355	5.3	886	13.3	2694	40.4
S. Normal Kindergarten Primary Intermediate Junior High Senior High		16 2 1 0 0			55.6 1.6		45.6		l		0.8	170 564	26.1 38.7 51.5 45.9
Total	1823	19	1.0	263	14.4	528	29.0	131	7.2	20	1.1	862	47.3
Colleges Kindergarten Primary Intermediate Junior High Senior High	31 211 346 95 2069	9 0 0 0 11	29.0 0.5	132 3 17	16.1 62.2 0.9 17.9 0.2		2.8 67.3 38.9	0 0 3 8 95	0.9 8.4		1.3	73 106 33	54.8 34.6 30.6 34.7 36.8
Total	2752	20	0.7	161	5.9	345	12.5	106	3.9	1130	41.1	990	36.0
Universities Kindergarten Primary Intermediate Junior High Senior High	338 472 317 2559	0 0 0 0		248 39 0 12		16 38	65.2 5.0 1.5	257		24 1003	7.6 3 <b>9.</b> 2	86 1 <b>3</b> 3 156 1249	
Total	3787	40	1.1	318	8.4	352	9.3	382	10.1	1029	27.2	1666	44.0

cent of these secured positions in fields for which they were not prepared. Neither does it take account of misplacement with reference to teaching combinations. A student who is prepared to teach history in high school but secures a position teaching English is misplaced the same as he would be if he secured a position teaching in the grades. In fact, it is in this particular that so much misplacement is supposed to exist. Records kept by placement directors are such as to make it difficult to secure data along this line.

The situation in the elementary field may be analyzed more accurately. It is assumed that those who prefer to teach in the kindergarten or primary division are misplaced if they teach outside of those two divisions, and that those who prefer to teach in the intermediate division are misplaced if they teach outside of that division. If this assumption be valid, the situation is as follows: Of those preferring to teach in the kindergarten or primary field, who secured positions, 6.9 per cent are misplaced. This does not take account of some who did not report that they had secured positions and whose destination was not known by the directors.

These data disclose that the problem of misplacement, so far as the general field of work is concerned, is not nearly so serious as one would suppose. It should be remembered that these data concern only registrants in college placement offices. It is quite possible that there is more misplacement among those who do not secure positions through the placement offices of the educational institutions.

The reader who is interested in a particular type of institution may determine the situation that exists therein by referring to the proper division of Table XXXIV.

#### SUMMARY AND CONCLUSIONS

The important facts derived from data presented in this chapter may be summarized as follows:

- 1. Many institutions do not keep accurate records of their placement activities.
- 2. The median number of calls received by 130 placement offices, during a twelve month's period, for educational workers was 174.5.

- 3. The median number of nominations made by 121 placement directors was 215.4.
- 4. One hundred and fourteen institutions which reported both the number of calls and the number of placements, filled 37.3 per cent of the calls received. Normal schools are most successful in this respect, filling 66.7 per cent of the calls. Liberal arts colleges filled only 29.9 per cent.
- 5. The median number of first time registrants during the period of twelve months covered by the report was 95.6.
- 6. One hundred thirty-five directors reported that 63.6 per cent of the first-time registrants in their offices secured positions during the twelve months covered by the report. All types of institutions placed, on an average, approximately the same per cent of the registrants.
- 7. Registrants who prefer to teach in the primary grades are more successful than others in securing positions, and more successful in securing positions of their preference, while registrants who prefer to teach in junior high school find it most difficult to secure the positions of their preference.
- 3. Only 1.3 per cent of those who prefer to teach below the junior high school secured positions in the junior or senior high schools. Of those who preferred to teach in the junior or senior high schools, 10.1 per cent secured positions in the field below the junior high school.

#### CHAPTER VI

### THE DIRECTORS OF TEACHER PLACEMENT

The preceding chapters have presented data describing the types of administrative organization through which placement is effected, the amount of attention given to the work by the institutions which train teachers, the policies which direct the work of the placement offices, and the extent of the activities of the placement offices as determined by the number of registrants and employers served. But the picture is incomplete without data relating to the directors of placement—the preparation they have had for their work, and what duties they have in addition to placement. gardless of the amount of money spent on placement, the policies that govern the work, or the number of registrants and employers served annually, the status of a placement office will depend upon the qualifications of those in charge of the work. Is the typical director a man or a woman? What kind of degree does he hold? How much and what kind of experience has he had? In a word, what is his preparation for placement work?

Inquiry III (Appendix C) was addressed to those placement directors whose titles, as reported by the presidents of the cooperating institutions, indicated that their primary work was that of teacher placement, or to directors in those institutions where a placement office was maintained with a full-time executive in charge of teacher placement. The list included directors in 59 state teachers colleges, 7 state normal schools, 31 liberal arts colleges, and 30 universities. Replies were received from 34 directors in state teachers colleges, 2 in state normal schools, 17 in liberal arts colleges, and 24 in universities, making a total of 77 directors who gave detailed information concerning their preparation for the work of teacher placement.

#### Personal Data

The directors were asked to give the name of the city, state, and nation where they were born. One director was born in Ireland, one in Scotland, one in Germany, and one in Ontario. Georgia, Maryland, Texas, Virginia, Idaho, West Virginia, Washington, and Kentucky each contributed one director; Massachusetts, North Dakota, Tennessee, Colorado, Oregon, Arkansas, Missouri, and

Wisconsin each contributed two; Illinois, and Nebraska each had three; New York, Michigan, and Minnesota each had four; Iowa, Pennsylvania, and Indiana each contributed five; Kansas contributed seven; and Ohio contributed nine.

The age of those who are serving as placement directors may serve as a partial index to their preparation. While age alone does not determine a director's efficiency, nevertheless, it is an important factor, for age brings experience which is much to be desired in this type of work.

The median age of the 65 directors who replied to the question is 43.8 years. (Table XXXV). This would indicate that the duties of teacher placement have not been assigned to the "young faculty member who is always willing to take on an additional duty because he is full of enthusiasm for his work or love for his Alma Mater," neither are they assigned to the "professor who has outlived his usefulness in the classroom and for this reason is placed in charge of the placement bureau." Shaw advocates that "a man with experience in business and educational work should

TABLE XXXV. THE AGE OF PLACEMENT DIRECTORS IN 65 EDUCATIONAL INSTITUTIONS

	T	ype of Institut	ion and Numb	er
Age	All	S. T. C.	Colleges	Univ.
26-27 28-29 30-31 32-33 34-35 36-37 38-39 40-41 42-43 44-45 46-47 48-49 50-51 52-53 54-55 56-57 58-59 60-61 62-63 Over 63	2 1 4 1 1 3 6 9 4 9 5 4 2 3 2 1 4 1 1 2 1 2 1 4 1 2 1 2 1 4 1 1 2 1 4 1 1 4 1 1 4 1 1 1 1	2 3 4 1 6 3 3 1 3 2 1 4	1 1 1 1 2 1 1 1 1	3 2 3 4 1 2 1
Total	65	33	14	18
Median	43.8	45.8	42.5	40

<sup>\* 69</sup> and 70.

invariably be at the head of the college bureau".<sup>28</sup> Those in charge of teacher placement are, as a rule, old enough to have had such experience.

The director in one of the largest state university placement bureaus is a woman. She has been in charge of the bureau since it was first organized in 1898 and has developed the work in such way that it is well recognized for its efficient service. That it is a field of administration open to women as well as men is evidenced by the fact that of the 64 directors whose primary interests have to do with teacher placement, 26 (40.6 per cent) are women.

Fifty three (72.6 per cent) of the directors are married or have been married. Only two of the men are not married.

It may be said, therefore, that the typical director is a married man 43.8 years of age.

#### ACADEMIC PREPARATION

While it is recognized that academic training alone is not a valid criterion of the probable ability of a placement director, it is an important one. Generally speaking, an individual who has had three years of graduate study should be better qualified than one who has had none. The latter has to compensate this lack as best he can in other ways. One respondent stated the case cogently by saying, "I created the position of Appointment Secretary in this university. My training for the task does not look well on paper. . . . . . . There are some spiritual values more important than courses in education which fit one for this great task." This, unquestionably, is true. As this respondent stated, however, the task is a great one, hence the preparation for it from the standpoint of college or university training cannot be disregarded.

The responses to the query as to the highest level of their training reveal that 29.7 per cent of the directors have had three years of graduate work, (Table XXXVI), and 79.7 per cent have had one year or more of graduate work. Only 4.1 per cent have had less than four years of college work. Both the median and the modal amount of training falls within the "one year of graduate work" division.

28. Shaw, E. A. "Private Teachers Agencies and College Appointment Bureaus." School and Society, 7:417-20, April 6, 1918.

TABLE XXXVI. HIGHEST LEVEL OF TRAINING REPORTED BY PLACEMENT DIRECTORS

	Type of Institution									
Highest Level of Training		All	S.	т. с.	Colleges		Ur	nive <b>r.</b>		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Two years of college	3		2	5.9			1	4.3 8.7		
Three years of college Four years of college	$\frac{3}{9}$	$\begin{array}{c c} 4.1 \\ 12.2 \end{array}$	$\begin{array}{c c} 1 \\ 3 \end{array}$	2.9 8.8	2	11.8	2 4	17.4		
One year of grad, work Two years of grad, work	$\frac{26}{11}$	35.1 14.9	10 6	29.4 17.6	8	47.1 17.6	8 2	34.8 8.7		
Three yrs. of grad. work	22	29.7	12	35.3	4	23.5	6	26.1		
Total	74	100.0	34	99.9	97	100.0	23	100.0		
Median*	One Grad		Two Grad	Years . Work	One Grad		One Grad			

<sup>\*</sup> Not a statistical median; median falls in this group.

Most of the directors (53.0 per cent) received their undergraduate training and their bachelor's degree in a private college or university. (Table XXXVII). Only 18.8 per cent of the directors in state teachers colleges received their bachelor's degree in a state teachers college, while 46.9 per cent received it in a state college or university. One director received his bachelor's degree in 1883 and five received theirs in 1926. The median year was 1912. This indicates that the typical director has had 20 years of experience in some field of work since securing his first degree from a college or university.

TABLE XXXVII. TYPE OF INSTITUTION IN WHICH THE DIRECTORS RECEIVED THEIR BACHELOR'S DEGREE

	Type of Institution Where Directors Are Now Working									
Where Degree Was Conferred	All		S. T. C.		(	Coll.	Univ.			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
State or City Teach. Col. Private Teachers College State Col. or Univ City Col. or Univ. State Col. for Women Other State Suprtd. Col Private Col. or Univ	6 1 22 2 0 0 35	9.1 1.5 33.3 3.0 53.0	$egin{array}{c c} & 6 & 1 \\ & 1 & 15 \\ & 1 & 1 \\ & & 9 \\ & & & 9 \\ & & & & \end{array}$	18.8 3.1 16.9 3.1 28.1	2	12.5	5 1 1	27.8 5.6 66.7		
Total	66	99.9	32	100.0	16	100.0	18	100.1		

Over 65 per cent of the directors have secured their master's degree. The median year in which the degree was received was 1921. Forty eight directors gave the names of the institutions which con-

ferred the degree. Columbia University led in the number conferred with 13; Chicago came next with 6; the University of California conferred 5; the University of Illinois, Missouri, Michigan, Minnesota, and Wisconsin each conferred two; the University of Iowa, Indiana, West Virginia, New York, North Dakota, Kansas, and Harvard, St. Lawrence, Stanford, McGill, and Northwestern Universities, and Peabody College, Colorado State Teachers College, and Washington State College each conferred one.

Fifteen of the 75 directors (20 per cent) have the degree of Doctor of Philosophy. The median year in which it was received was 1929. The University of California conferred four of these degrees; Chicago conferred three; Columbia two; Iowa, Stanford, Peabody, Illinois, Northwestern, and New York one each.

A teacher placement director should be familiar with the field of education. It is true, of course, that he can learn the field through experience as a teacher, by reading professional literature, and by attending educational meetings. But courses have been organized in the various phases of professional education in colleges and universities which are designed to bring the student into contact with the problems of education in order that his experience might be more valuable to him. It is taken for granted that the individual who has completed such courses is better prepared for carrying on the duties of teacher placement than he would be had he not completed them. Hence, the directors were asked to state the number of semester hours of credit they had in courses in Education.

The range in semester hours of credit was from none to 130 hours. Seven reported that they had no courses in Education. The median number of semester hours was 49.5 hours (Table XXXVIII). Directors in state teachers colleges have had on an average (median) 56.2 semester hours in Education while those in colleges have had only 24.5 hours. This would indicate that placement directors in state teachers colleges are more familiar with the field of Education than are those in the liberal arts colleges.

In some institutions, courses have been organized that are designed to give training in placement, guidance, personnel work and like activities. Usually, these are graduate courses and count toward the Ph.D. degree. While the completion of them does not

TABLE XXXVIII. NUMBER OF SEMESTER HOURS OF CREDIT PLACEMENT DIRECTORS HAVE IN COURSES IN EDUCATION

	Т	ype of Institu	tion and Num	ber
Hours of Credit	All	S.T.C.	Coll.	Univ.
0- 9 10-19 20-29 30-39 40-49 50-59 60-69 70-79 80-89	7 6 8 2 5 7 6 7	1 1 4 2 4 3 2 5	3 1 3 0 1 2 0 1	3 4 1 0 0 2 4 1
90-99 100-109 110-119 120-129 130-139	2 0 0 0 2	2 0 0 0 0 2	0 0 0 0	0 0 0 0 0
Total	56	28	11	17
Median	49.5	56.2	24.5	52.0

guarantee satisfactory qualification to serve as a placement director, it does mean that one is probably better prepared for the work.

The directors were asked to give the titles (not number) of the courses that they had had which were listed under the general headings of "Personnel", "Guidance", "Counseling", or "Placement", the name of the institution where the course was taken, the year, and the number of semester hours of credit which were received for the course.

Only 24 of the directors (32 per cent) stated that they had had courses in any of the fields named (Table XXXIX). This shows a decided lack of professional training on the part of placement directors as a whole. Only two reported definite courses in the field of placement. This is no doubt due to the fact that such courses have been offered only recently in most institutions and in some institutions no course of this character is offered even now. Several of the directors listed courses that are related to the field of placement, such as "Character Education", "Industrial Phychology", and "Tests and Measurements". Courses similar to these were probably pursued by many of the directors and undoubtedly gave some background for certain aspects of their personnel activities.

TABLE XXXIX. PROFESSIONAL COURSES IN THE FIELD OF GUIDANCE AND PLACEMENT PURSUED BY DIRECTORS IN EDUCATIONAL INSTITUTIONS.

	Type of Institution									
Title of Course	Al	11	S. T. C.		Coll.		Univ.			
	No.	Pet.	No.	Pct.	No.	Pct.	No.	Pct.		
None Named Vocational Guidance Personnel Problems Placement Work of the Dean Vocational Education	51 14 8 2 2 6	68.0 18.7 10.7 2.7 2.7 8.0	25 5 3 0 0 2	71.4 14.3 8.6 0.0 0.0 5.7	12 3 1 0 1 3	70.6 17.6 5.9 0.0 5.9 17.6	14 6 4 2 1 2	60.9 26.1 17.4 8.7 4.3 8.7		
Total Replies	7	15	3	5	1	7	2	3		

#### Experience of Directors

Academic training for placement work is but a part of the total preparation of placement directors. Another phase of equal importance is the experience they have had. How much and what kind of experience have directors had in work that acquainted them with the field of education? All would probably agree with Jones<sup>29</sup> that the placement director should have an "intimate knowledge of and thorough experience with teaching conditions", and that "he should be a teacher of experience in several different kinds of schools".

Seventy one directors of teacher placement gave a list of the positions they have held since they began teaching until the present time. (See Appendix C, Inquiry III, question 33 for the form they filled out.) These replies were analyzed and charts were formed of the experience of the directors in teachers colleges, colleges, and universities, respectively.

A change of position was interpreted to mean a change from one type of school to another, as from an elementary school to a high school, from one school system to another, from a college to a university and vice versa, from one college to another, etc. It was not interpreted to mean a promotion in rank in a college, as from instructor to assistant professor. A comprehensive view of the type of teaching or administrative experience is desired rather than a list of promotions from one rank to another.

<sup>29.</sup> Jones, A. J. "Appointment Bureaus in Colleges and Universities." Educational Review, 63:367-78, May, 1922.

In Figure 2 is portrayed the teaching and administrative experiences of 31 teacher placement directors in state teachers colleges.

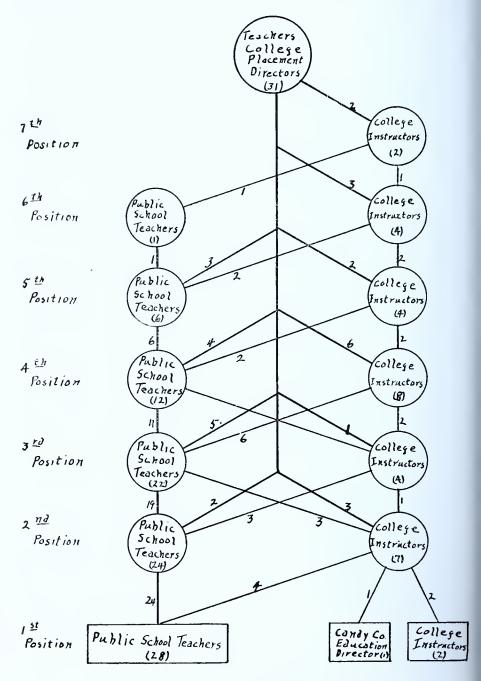


FIGURE 2. THE TYPE OF SCHOOLS AND NUMBER OF POSITIONS THROUGH
WHICH TEACHERS COLLEGE PLACEMENT DIRECTORS PASSED BEFORE
THEY BECAME PLACEMENT DIRECTORS

Twenty eight of the thirty-one began their teaching experience in the public schools, one began as educational director in a candy company, and two began as college instructors. Of the twenty eight who began in the public schools, twenty four continued in public school work for their second position and four secured positions as instructors\* in a college or university. The one whose first position was with a candy company secured for his next position a place in a college, as did the two who began as college instructors, making seven whose second positions were in college.‡

The twenty four who were in the public schools during their second positions were distributed as follows in their third positions: two secured positions in teachers colleges where they began their work as placement directors, three secured positions as college instructors without assuming the duties of teacher placement, and nineteen again secured positions in the public schools. Of the seven who were working in colleges, three secured positions in teachers colleges and began the work of teacher placement, three secured positions in the public schools, and one secured a position in another college. The rest of Figure 2 may be read in the same manner.

Additional information not revealed in the chart, but of value in giving a thorough understanding of the experiences of teacher placement directors, is as follows:

Of the twenty-eight who began their teaching work in public schools, thirteen were teachers in rural schools, two were elementary school principals, one was an elementary school instructor, one was a city superintendent, two were high school principals and nine were high school instructors.

Most of the changes in positions involved promotions. For example, the twenty-four who were listed as public school teachers in both the first and second positions were distributed in the second position as follows: six became city superintendents, seven became high school principals, four became elementary principals, three became high school instructors, two became elementary instructors,

\*"Instructor" is used here to include all ranks of teachers or administrators in colleges or universities.

‡Of the seven (Figure 2) whose second positions were in colleges, one was in a university, two in state teachers colleges, one in a private college, two in state normal schools, and one in a state college.

and two did not designate the type of position they secured. These positions are generally considered higher in rank than those held during the first experience.

The median number of years spent in the various positions were: first, two years; second, two years; third, two years; fourth, three years; fifth, 3.5 years; sixth, seven years; seventh, 3.5 years. The median length of service in the present position where the duties of teacher placement are a part or all of the work is seven years.

All of the directors held at least two positions before being placed in charge of teacher placement, twenty-five held three positions, twenty held four, ten held five, seven held six, and two held seven. (See Figure 2). Consider the twenty who held four positions prior to their present position. The median lengths of service in these four positions were 2, 2, 2, and 3 years respectively, or a total of nine years for the four positions. The median length of service in the present position is seven years. This means, therefore, that over half of the directors in state teachers colleges, had, on an average, nine years of experience in four different positions prior to their present position, in which they have had seven years experience.

We may conclude that directors of teacher placement in state teachers colleges measure up exceptionally well to the standard set by Jones, that a director should be familiar with several fields of education.

On the average, placement directors in liberal arts colleges have not had as much experience in as many different positions as have the directors in state teachers colleges.

The experiences of seventeen college directors are portrayed in Figure 3. Eight of the directors began teaching in public schools, two began as social workers, six began as college instructors, and one as a university instructor. Four of those who began in public schools continued in the public school system in their second positions, one became a social welfare director, and three became instructors in universities. One of the two who began as a welfare director continued in this work in the second position and the other secured a position in college where he became the director of teacher placement. Five of the six who started out as college instructors were given the work of teacher placement immediately or

were given it in their second positions, and the other one secured a position with the U. S. Veteran's Bureau, listed in Figure 3 as social work. The university instructor secured a position in college where he began work as a placement director in his second position. The routes which the placement directors followed in reaching their present position can be followed through the rest of the chart.

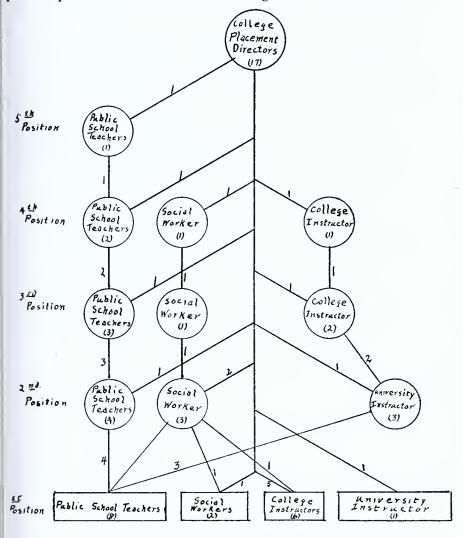


Figure 3. The Type of Schools and The Number of Positions Through Which Liberal Arts College Placement Directors Passed Before They Became Placement Directors

Other facts, some of which are revealed in the chart and all of which are pertinent in determining the preparation that college placement directors have had for their work are:

Of the eight whose first positions were in public schools, four were instructors in high schools, one was a village superintendent, two were instructors in elementary schools, and one was a teacher in a rural school. It is of interest to note that only one of the directors began as a rural teacher whereas thirteen of the directors in teacher colleges began in rural schools.

Practically all of the changes in position would be classed as promotions. Even though the change was from one school to another, it was generally accompanied by a change of title, as from instructor in high school to principal.

The median number of years spent in the various positions were: 3.2 years in the first position, two in the second, 2.2 in the third, 8.5 in the fourth, and 4.5 in the fifth. The median length of service in the present position has been 5.1 years.

One outstanding difference in experiences between the placement directors in colleges and those in state teachers colleges is that where all of the latter held at least two positions before becoming placement directors, only one of the former held two positions. Six held three positions, four held four, and one held five. The ten who held two positions had, on the average, 3.2 years of experiences in the first and two years in the second, or 5.2 years in all, and have been working 5.1 years in their present positions. This means that placement directors in teachers colleges have had, on an average, 16 years of teaching experience in five different positions while directors in liberal arts colleges have had, on an average, 10.3 years of experience in three positions.

The situation with reference to the experience of directors in the universities is somewhat more complicated, due to the fact that they have held more different types of positions.

Eighteen of the twenty three directors began their teaching career in the public schools, one was secretary in a private placement bureau, one was a college instructor, and three were university instructors. By following the appropriate lines in Figure 4, the routes they traveled in reaching their present position may be traced.

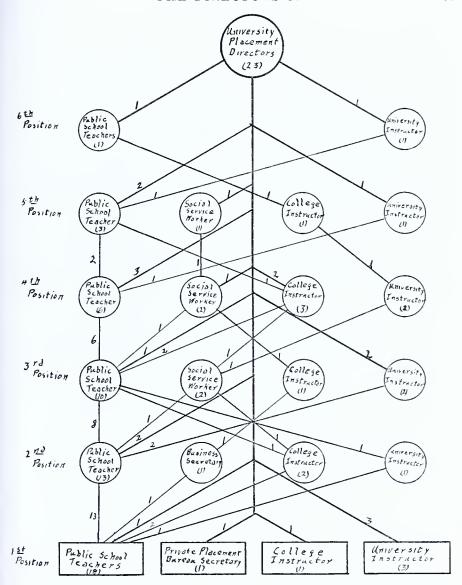


Figure 4. The Type of Schools and Number of Positions Through Which University Placement Directors Passed Before They Became Placement Directors

Of the eighteen whose first position was in the public schools, two were high school principals, six were high school instructors, five were elementary instructors, four were teachers in rural schools and one was a village superintendent.

Six of the placement directors reported that they had charge of placement work in a university in their second position, two more reported placement work in their third position, three more in the fourth, six in the fifth, four in the sixth, and four in the seventh. In other words, over half of the placement directors did not secure positions in which they had charge of placement until they had had experience in three previous positions, and had stayed, on an average, 6.3 years in those positions.

The median number of years served in the positions were: first position, 1.5 years; second, 2 years; third, 2.8 years; fourth, 3.2 years; fifth, 3 years; sixth, 4.5 years; and in their present position, 6 years.

Some interesting comparisons between the experiences of directors in state teachers colleges, colleges, and universities are set forth in Table XL.

Thirty one directors in state teachers colleges have had, on an average, twenty years of experience in educational work, in five different positions. Seventeen directors in liberal arts colleges have had, on an average, fourteen years of experience in three positions. Twenty three directors in the universities have had 16.4 years of experience in four positions.

TABLE XL. COMPARISON OF EXPERIENCES BETWEEN DIRECTORS IN TEACHERS COLLEGES, COLLEGES, AND UNIVERSITIES.

	Item							
Type of Institution	Number	Average Number Years of Experience*	Average Number Positions	Average Length Service in Each Position				
State Teachers Colleges Liberal Arts Colleges Universities	31 17 23	20.0 14.0 16.4	5.0 3.1 4.3	4.0 4.5 3.8				

<sup>\*</sup>Includes present position.

### ACADEMIC RANK OF PLACEMENT DIRECTORS

While it is true that the academic rank of placement directors is not necessarily indicative of their efficiency, it does give an additional insight into their standing in the institution. Accordingly, those in charge of teacher placement were asked:

What academic rank do you hold, if any?

()	Instructor	()	Professor
()	Assistant professor	()	Other
()	Associate professor		

Thirty nine, or approximately one-half of the directors who responded to Inquiry III (Appendix C), stated that they hold one of the academic ranks listed. Of this number, four (10.3 per cent) are instructors, 10 (25.6 per cent) are assistant professors, 5 (12.8 per cent) are associate professors, and 20 (51.3 per cent) are professors. The fact that over one-half of those who have an academic rank in the institution are professors is additional evidence that the responsibility of teacher placement rests with those who, from the standpoint of length of service and academic recognition, should be prepared for the work.

Those who do not hold an academic rank reported that the institution does not rank teachers or stated that they are on the administrative staff. The most frequently mentioned administrative duties are listed in the next chapter.

#### SUMMARY

Some of the most pertinent facts revealed in this chapter are as follows:

- 1. The median age of 65 directors is 43.8 years.
- 2. Fifty three per cent of the directors received their undergraduate training in a private college or university.
- 3. Nearly 80 per cent of the directors have had one year or more of graduate work in a college or university. Over 29 per cent have had three years of graduate work.
  - 4. Over 65 per cent have secured their master's degree.
- 5. Twenty per cent of the directors have the Ph.D. degree. The University of California has conferred more of these than any other institution.
- 6. The median number of semester hours of credit that they have in courses in Education is 49.5 hours. Those in state teachers colleges have 56.2 semester hours of credit while those in liberal arts colleges have only 24.5 hours.

- 7. Only 32 per cent of the directors stated that they have had courses that might be listed as "Personnel", "Guidance", "Counselling", or "Placement".
- 3. The placement directors in state teachers colleges have had, on an average, 20 years of experience in five different positions. Those in liberal arts colleges have had 14 years of experience in three positions, and those in universities have had 16.4 years of experience in four positions.
- 9. Over one-half (51.3 per cent) of the directors who reported on academic rank, stated that they are professors. The rest were instructors, assistant professors, or associate professors.
- 10. The typical director, therefore, may be said to be a married man 43.8 years of age; a graduate of a private college or university; the holder of a master's degree with 49.5 semester hours of credit in Education; with approximately 17 years of experience in four different positions; and holds the rank of professor in the institution in which he is working.

#### CHAPTER VII

## OTHER DUTIES OF TEACHER PLACEMENT DIRECTORS

This chapter purposes to present the material from which to determine the additional duties of those who are responsible for teacher placement. The person who is interested in becoming a placement director should know, in a general way, what will be expected of him in addition to his placement duties.

The first question that the directors were asked on this point was:

Do you teach in addition to performing the duties incident to teacher placement? Yes (......); No (......). If yes, what subject?

Slightly more than one-half (54.9 per cent) of the 71 directors who responded to the query stated that they teach. The largest per cent (67.4) is found in the state teachers colleges, while only 40.0 per cent of the directors in liberal arts colleges and 45.5 per cent in the universities teach. (Table XLI).

The 39 who teach reported that they teach in seven different fields. Education or psychology was named as the subject by all but seven, two of whom stated that they teach economics, one Latin, one character research, one bacteriology, one history, and one civil engineering.

Another question relative to duties was:

Do you hold an administrative position other than director of

TABLE XLI. THE NUMBER AND PER CENT OF PLACEMENT DIRECTORS WHO TEACH IN ADDITION TO PERFORMING DUTIES OF TEACHER PLACEMENT.

Tributh of the man is a state	Type of Institution									
Whether They Teach or Not	All		S. T. C.		Coll.		Univ.			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.		
Yes No	39 32	54.9 45.1	23 11	67.6 32.4	6 9	40.0 60.0	10 12	45.5 54.5		
Total Replies	71	100.0	34	100.0	15	100.0	22	100.0		

teacher placement? (e. g. dean of men, director of personnel, registrar, etc.)

Yes (...) No (...) If yes, what is it?....

It is evident from a study of Table XLII that placement directors, as a rule perform other administrative work, since 70.8 per cent so state. This is particularly true in the state teacher colleges where 82.4 per cent are found.

This means that an individual who desires to direct teacher placement may expect to have assigned to him additional adminis-

TABLE XLII. THE NUMBER AND PER CENT OF PLACEMENT DIRECTORS WHO HOLD ADMINISTRATIVE POSITIONS OTHER THAN TEACHER PLACEMENT.

		Type of Institution									
Whether or Not They Hold Such Positions	All		S. T. C.		Coll.		Univ.				
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.			
Yes	51 21	70.8 29.2	28 6	82.4 17.6	12 5	70.6 29.4	11 10	52.4 47.5			
Total Replies	72	100.0	34	100.0	17	100.0	21	100.0			

TABLE XLIII. ADMINISTRATIVE POSITIONS OTHER THAN TEACHER PLACEMENT HELD BY PLACEMENT DIRECTORS

	Type of Institution and Number Holding Position							
Positions	All	S. T. C.	Coll.	Univ.				
Director of Teacher Training	6 2 2 1 3 2 1 2 2 2 1 3 3 2 1 2 1 3 3 2 1 3 3 1 3 1	15 4 2 2 1 2 2	1 2 3 3 1	1 1 1 2 2 2				
Total	51	30	12	9				

trative duties. Perhaps a better way of stating it would be: Various administrative officers (usually the director of teacher training or the dean of the college) have assumed the responsibility of directing teacher placement. This suggests that teacher placement is a relatively new field and that a person who has been employed to do something else has been given the responsibility of directing teacher placement in addition.

The 51 who stated that they have administrative duties other than placement, hold the positions listed in Table XLIII.

The position most frequently named is that of director of teacher training. This was named by 15 of the 30 directors in state teachers colleges, one in a college, and one in a university. The next most frequent is that of registrar, named by six directors.

In answer to the question as to whether they are members of one or more standing committees of the faculty, 63 stated that they are and 6 replied that they are not. The following committees were named the number of times indicated:

Committee	Number	Committee	Number
Appointment	16	Policy	1
Curriculum	13	Schedule	1
Faculty Council		College Bulletin	1
Scholarship and Loans		Scholastic Standing	
Graduate		Absences	1
Athletics	5	Classification	
Personnel	4	Assembly	1
Extension	4	Dormitory Life	1
Teacher Training	3	Advanced Standing	
Social Functions		Excess Program	1
Vocational Guidance	3	Student Welfare	1
Library	3	Alumni	
Admission		Visitation	1
Advertising	2	Good Order 1	1
Freshman Week	2	Cornegie Study	1
Academic Board		Spring Festival	
Student Conduct	2	Social Science	1
Credentials	2	Petitions	
Education	2	Visual Education	1
Relations	2	Religion and Morals	1
Entertainment	2	Discipline and Privileges	1
Student Employment	1	Legislative	l`
Physical Ed. for Wom	en 1	Summer School Bulletin	1
Young Women Advise		Extra-Curricular Activiti	es 1
Wabash Valley High			
School Senior Day	1	Total	131

The list of committees is given to show the type of committee work that is done by placement directors. One may expect, as a placement director, to be named on at least two standing committees, but outside of the appointment committee, it is impossible to say what the nature of the committees will be. It will be noticed, however, that most of these committees are concerned with the welfare of the students, thus permitting the directors of placement to become better acquainted with the students, and so do more effective placement than they could do otherwise.

The directors were asked to state whether the institutions with which they work have an organized program of vocational guidance in addition to that rendered incidentally through the placement office, and if so, whether they are responsible for the program.

The replies to the first question are given in Table XLIV.

TABLE XLIV. NUMBER AND PER CENT OF EDUCATIONAL INSTITUTIONS HAVING AN ORGANIZED PROGRAM OF VOCATIONAL GUIDANCE

Program of Vocational Guidance?	Type of Institution									
	All		S. T. C.		Coll.		Univ.			
	No.	Pet.	No.	Pct.	No.	Pct.	No.	Pct.		
Yes No	24 45	35.8 64.2	9 22	29.0 71.0	8 7	53.3 46.7	7 14	33.3 66.7		
Total	67	100.0	31	100.0	15	100.0	21	100.0		

While it is not the purpose of this report to plead the merits of a vocational guidance program, attention is directed to the fact that placement directors or counselors probably have no right to discourage students from becoming teachers without assisting them to find a type of work they can do. To perform the function of guidance, however, a placement officer would need more complete records than are available in most placement offices. All students in the institution may need vocational guidance. For these reasons, and others that might be mentioned, vocational guidance cannot be handled properly as an incidental phase of teacher placement. Rather, placement should be thought of as one phase of guidance or personnel work.

Of the 34 who stated that their institutions have an organized program of vocational guidance, 13 stated that they are responsible for the program and 10 stated that they are not. Eleven failed to

answer the question. It appears, therefore, that vocational guidance does not occupy a very prominent place among the duties of teacher placement directors.

College authorities are gradually accepting their responsibility for following up their students in service to see that they are properly placed, and to assist them in any way possible.<sup>20</sup>

In order to determine just how prevalent this practice has become, the placement directors were asked: Does your institution have an organized program of follow-up of teachers in service to determine their success? If yes, are you responsible for the program? The answers to the first question are tabulated in Table XLV.

TABLE XLV. NUMBER AND PER CENT OF INSTITUTIONS HAVING FOLLOW-UP PROGRAM

	Type of Institution									
Follow-up Program?	All		S. T. C.		Coll.		Univ.			
	No.	Pct.	No.	Pet.	No.	Pet.	No.	Pct.		
Yes	$\begin{array}{c} 45 \\ 21 \end{array}$	68.2 31.8	20 12	62.5 37.5	12 3	80.0	13 6	68.4 31.6		
Total	66	100.0	32	100.0	15	100.0	19	100.0		

When asked to state whether they were responsible for the program, only 4 of the placement directors stated that they are not, while 46 answered in the affirmative. One duty of placement directors, therefore, is that of following the teachers in service to determine their success. Prospective placement directors would do well to study methods whereby this work can be intensified.

Placement work is not restricted to prospective teachers. It includes placing students in positions other than educational, in part time positions, and in positions for summer work. The directors were asked to state whether they are responsible for these other phases of placement. The replies are given in Table XLVI.

One-third of the placement directors reported that they are responsible for placing students in positions other than educational. The per cent would be considerably smaller if the directors in liberal arts

<sup>20.</sup> Conger, Napoleon, Professional Adjustment Service Rendered by Teacher Training Institutions. Southwestern State Teachers College. Durant, Oklahoma. 1930.

colleges were omitted, since 85.7 per cent of them state that they are responsible for this phase of placement work. This is probably due to the fact that the small liberal arts colleges cannot afford to have more than one officer in charge of placement.

More than half of the directors, (52.3 per cent) are responsible for placing students in part time positions. Again the per cent is

TABLE XLVI. PRACTICE OF PLACEMENT DIRECTORS IN EFFECTING PLACEMENT OTHER THAN, EDUCATIONAL

Questions	Types of Institution											
	All			S. T. C.			Coll.			Univ.		
	Number answer- ing question	Percentage Answering yes	Percentage Answering no	Number answer- ing question	Percentage Answering yes	Percentage Answering no	Number answer- ing question	Percentage Answering yes	Percentage Answering no	Number answer- ing question	Percentage Answering yes	Percentage Answering no
Is your office responsible for: Placing students in positions other than educational?	69	33.3	66.7	38	15.2	84.8	14	85.7	14.3	22	27.3	72.7
Placing students in part time positions? Placing students in positions for summer work?	65 65	52.3 40.0	47.7	33	45.5 30.3	54.5 69.7	14	85.7 64.3	14.3 35.7	18	38.9	61.1

much higher among the directors in the liberal arts colleges than among the other types.

Only 40 per cent of the directors reported that they help students to find summer work. It is probable that most of the institutions do little along this line.

#### SUMMARY AND CONCLUSIONS

The following conclusions may be drawn from the data presented in this chapter.

- 1. More than one-half (54.9 per cent) of the directors of teacher placement teach some subject in the curriculum; most of these in the department of education.
  - 2. Approximately 71 per cent of the directors hold another

administrative position, such as director of teacher training, dean of the college, or registrar.

- 3. The typical director of placement is a member of two standing committees of the institution; the appointment committee being named most frequently.
- 4. Only 35.8 per cent of the directors reported that their institutions have an organized program of vocational guidance.
- 5. Of the 34 who reported organized vocational guidance, 13 stated that they are responsible for the program.
- 6. Sixty-eight per cent of the directors reported that their institutions have an organized program of follow-up of teachers in service. Practically all of the directors stated that they are responsible for this service.
- 7. Approximately one-third of the directors are responsible for placing students in positions other than educational; one-half are responsible for placing them in part time positions; and two-fifths are responsible for placing them in positions for summer work.
- 8. It may be said, therefore, that the typical director of teacher placement does other administrative work and teaches one or more courses in some field; is a member of two standing committees; is responsible for the follow-up program of the institution; and is responsible for assisting students in securing part time positions.

#### CHAPTER VIII

# A COMPARISON OF TEACHER PLACEMENT ACTIVITIES IN THE VARIOUS TYPES OF INSTITUTIONS

We have presented, in the preceding chapters, a picture of teacher placement as it is found in the various educational institutions which train teachers. In this chapter comparisons among teachers colleges, normal schools, liberal arts colleges, and universities are given in some of the more important particulars.

Administrative Organization. The most important comparison with respect to organization for teacher placement is that all of the teachers colleges, 93.7 per cent of the normal schools, and 93 per cent of the universities make definite provision for teacher placement while only 78.6 per cent of the colleges do so. Most of the colleges which make no provision for the work are small liberal arts colleges which prepare few or no teachers. The problem of placement in such institutions is probably not so great as it is in larger institutions which prepare many teachers annually.

At the other extreme, we find 15.6 per cent of the teachers colleges, 9.4 per cent of the normal schools, 8.2 per cent of the colleges, and 30 per cent of the universities providing a placement bureau with a full time executive in charge whose primary work is that of teacher placement.

It may be said, therefore, that the state teachers colleges and the universities are more completely organized for teacher placement than the colleges and normal schools.

ATTENTION GIVEN TO PLACEMENT. More attention, as gauged by the amount of time devoted to placement by the director, the amount of assistance given him, and total expenditure for the work, is given to teacher placement in the state teachers colleges and the universities than in the liberal arts colleges, but the liberal arts colleges spend more per placement than the other types of institutions.

The median amount of time (measured as a per cent of the total time devoted to all college duties) given to teacher placement

activities by the person in charge is 18.5 per cent in the teachers colleges, 17.2 per cent in the universities, 10.5 per cent in the normal schools, and 11.1 per cent in the colleges. Over nine per cent of the university directors give all of their time to teacher placement while none of the college directors do so.

The teachers colleges and universities also have more clerical assistance in the placement office than the liberal arts colleges. (See page 34).

The median total expenditure for placement per year is \$1,400 in the teachers colleges, \$1,225 in the universities, \$750 in the normal schools, and only \$531.25 in the colleges. The median expenditure per placement, however, is \$17.92 in the colleges while it is only \$12.87 in the teachers colleges.

Policies. As to sources from which funds are secured for the support of teacher placement, there is considerable difference between the types of institutions. Practically all draw their support from the general administrative fund but, whereas only 30.9 per cent of the colleges, 23.5 per cent of the normal schools, and 31.5 per cent of the teachers colleges charge the registrants a fee, 37.7 per cent of the universities do so. The median fee in the teachers colleges and normal schools falls in the \$1.00 group while in the colleges and universities it falls in the \$2.00 group.

There are no significant differences with respect to rules governing registration for placement service, except that 23.5 per cent of the teachers colleges and 31.2 per cent of the normal schools require all graduating students to register while only 8.1 per cent of the colleges and 11.5 per cent of the universities do so.

There are no outstanding differences with respect to the other practices and policies covered in this report.

EXTENT OF SERVICE RENDERED. The state teachers colleges not only receive more calls for teachers than the other groups, but with the exception of the normal schools they are more successful in filling the calls. (See pages 66 and 68). There is no significant difference in the per cent of new registrants who secure positions, although the median number of first-time registrants is considerably higher in the teachers colleges than in the other institutions.

It cannot be said that one type is more successful than another in placing students in positions in the field for which they have been trained.

PREPARATION OF DIRECTORS. The placement directors in the teachers colleges have had more extensive preparation than those in the other types of institutions. The highest level of training (median) reported by the teachers college directors was two years of graduate work while it was only one year in the other types. The median number of semester hours of credit in courses in education is 56.2 among the teachers college directors while it is only 24.5 hours in the colleges. The teachers college directors have had on the average 20 years of experience in educational positions, while those in the universities have had 16.4 years and those in the colleges 14 years.

Duties of the Directors. In the matter of duties performed by the directors in the various types of institutions, there is a decided difference. Whereas only 15.2 per cent of the directors in the state teachers colleges and 27.3 per cent in the universities, report that they are responsible for placing students in positions other than educational, the per cent in the colleges is 85.7. In the majority of cases, the director of placement in the teachers colleges is also director of teacher training or fills some other administrative position, while in the colleges he is an instructor in education or is head of the education department.

#### CHAPTER IX

# SOME PRINCIPLES UNDERLYING THE PLACEMENT OF STUDENTS IN TEACHING POSITIONS

Data have been presented in the preceding chapters which show that practically all educational institutions in the United States which prepare teachers make some attempt to assist their students in securing positions. In most institutions some faculty member or administrator is made responsible for the work, presumably without relating it to other personnel activities of the institution. In some institutions, however, teacher placement is recognized as but one of a series of functions of service that should be coordinated and directed from a central office.

The following quotations from recent literature on guidance and personnel show the current thinking with respect to and the relative advantages of the two plans and indicate the trend in personnel administration.

In 1925 President Hopkins visited 14 American colleges and universities to study their personnel procedures. In reporting the general conclusions he reached from his investigation, he stated:

"It is my honest conviction, however, that, in so far as we can discover better methods for coordinating the various phases of education discussed in this report, we shall contribute to the effectiveness of the work that has been entrusted to the American College."30

In answer to the question: Who should be responsible for the program of personnel work? Doerman writes:

"To judge by current practice, the inauguration of a personnel service has generally resulted in the creation of a new administrative post, viz., that of Personnel Director."31

Doerman lists "sccuring employment for students" as one of the seven divisions of the personnel service which should be in charge of the Personnel Director.

- 30. Hopkins, L. B. Personnel Procedures in Education. p. 96.
- 31. Doerman, H. J. The Orientation of College Freshmen. p. 114.

In commenting on the replies from 335 institutions to the question: To what extent are these techniques (referring to previous questions as to whether institutions had certain personnel procedures) tied together; that is, to what extent is there any one individual in the college who knows what is going on in all of these six fields? Dean Hawkes writes:

"The significance of this report rests chiefly on the evidence that there is a very considerable number of institutions doing personnel work in these various directions and, what is more important, that there is a surprisingly large number of institutions that are attempting to bring the information together so that it is available . . . . . in the office of some . . . . appropriate officer of the college."32

One of the most recent studies is that of Townsend, who reports that 37 of the 52 experts questioned in his investigation stated that it would be extremely desirable, and 12 stated that it would be moderately desirable, for the institution to provide a Personnel Director who acts as the general coordinting officer for all phases of student personnel.<sup>33</sup>

After his thorough investigation in the field, Townsend recommends that teacher training institutions make provision for coordinated personnel work, of which teacher placement is a part. Other writers have made similar recommendations.

It may be stated, therefore, that teacher placement is now recognized by authorities in the field of college personnel as but one of a series of functions, all of which are related to the extent that they should be directed from a central office.

Some institutions, however, believe that their duty has been discharged when the students have completed their training course and that they are not responsible for assisting them in securing positions. They consider teacher placement merely as a privilege in which an institution may engage if it so desires, but do not accept it as a duty that must be discharged. The writer takes the position that an institution which accepts students for special training should not only consider it a privilege to assist them in securing teaching positions in keeping with their preparation, but should

<sup>32.</sup> Hawkes, Dean Herbert E. Association of American Colleges Bulletin. March, 1929. p. 126.

<sup>33.</sup> Townsend M. E., Administration of Student Personnel Service in Teacher-Training Institutions of the United States.

consider it a duty so to assist them. Several reasons may be given in support of this contention in addition to the fact that teacher placement is now being recognized as one phase of a larger personnel procedure in the institution.

In the first place, no one will dispute the statement that one purpose for which an educational institution exists is that it may serve society. Furthermore, it cannot be denied that society would be materially benefitted if every man were working in that position where he could render his maximum service. This is a condition that cannot be expected to prevail to a perfect degree, but educational institutions can contribute much toward its realization through a well directed program of teacher placement. The institution in which a student receives his training is in a better position than any other agency to know for what particular type of position the student has been trained. Not only that, but it has had an opportunity to study his characteristics, disposition, and other personal traits over a period of several months or years. In other words, it should know the student better than any outside agency. In addition, it is in position to secure accurate and detailed information about the vacancy which is reported by the employer. Since it is the function of a placement office to nominate qualified candidates for positions that are reported as being vacant or to bring the candidate and the employer together, it stands to reason that by knowing the qualifications of the candidate and the requirements of the position, it can bring the candidate into contact with those positions for which he is prepared.

Many students, when they realize that they must secure a position through their own efforts or without assistance from their institution, register with a commercial agency. While the feecharging agency in such cases probably renders a service to both student and employer, it cannot be expected to know the qualifications of the candidate as well as the placement office in the institution in which the student receives his training, and, consequently, cannot be as successful in placing students in the positions for which they are qualified. Furthermore, since it usually depends for its income upon the number of placements effected, it may be expected to leave the major responsibility of selecting qualified candidates to the employer.

It is evident, therefore, that the institutional placement office, knowing as it does the qualifications of the registrant and the requirements of the position, and realizing that its primary function is to nominate qualified candidates for positions, is in position to render a decided service to society.

Not only will society benefit through a well organized placement program, but the individual student himself has certain rights that should be protected. It is true that he is not compelled to enter an institution and pursue a teacher training course, but the institution accepts him for such training and permits him to complete the course, and in so doing leads him to believe that he is qualified to fill a position acceptably. Some times in his anxiety to secure a position, a student may accept a position for which he is not prepared and become a failure. It is the duty of the institution to assist the student in avoiding this danger, and this it can best do by bringing him in contact with those positions for which he is prepared. Again, unless vacancies are reported to a central office, through which they are in turn reported to qualified registrants, the student who is best qualified for a particular position may never apply for it.

Not only is it the duty of the institution to assist its students in securing teaching positions because in so doing it will benefit society and the student himself, but the employer (that is, the employing official or officials of a school system or institution) is justified in expecting the institution to furnish him with that information about its candidates for positions which he must have if he is to select his employees intelligently. This information can best be furnished by an agency in the institution that has been organized for the purpose.

Since the institution in which a student receives special training for teaching is in a better position than any other agency to protect the interests of society, the registrant, and the employer, through a placement program, it should consider it a duty as well as a privilege to assist its students in securing the positions for which they are prepared. The principles to direct placement work are based upon the assumption that the institutions which prepare teachers will accept this conclusion.

Another question that must be taken into account in formulating

guiding principles of teacher placement is: Whose interests are of primary importance in a placement program? That is, should a placement office consider itself primarily the agent of the registrant, the employer, the children who are to be taught, or the institution in which it is located? The answer to this question will dictate, to a large extent, the policies of the placement office.

It probably will not be disputed that all of the parties concerned in a placement program have certain interests that must be protected. Furthermore, the interests of no one party need be sacrificed, at any time, for the good of any other party. That is to say, if the basic function for which the placement office exists is carried out, namely, that registrants are nominated for or brought into contact with only those positions for which they are qualified, the best interests of all parties will be safe-guarded. The registrant will be protected by being nominated for only those positions in which he is most likely to succeed; the institution is protected for the same reason; the employer is protected in that he can depend upon the nominations being desirable; and the children are protected in that they probably have a teacher who is prepared to teach them. Such a condition will prevail to the extent that the director keeps in mind the welfare of the children who are to be taught, because the protection of their interests will at the same time protect the ultimate interests of the registrant, the employer, and the institution.

It is when there is a difference of opinion between the placement office and the registrant as to his qualifications for a particular position that difficulty arises. The registrant asks the placement director to nominate him for a certain position. The evidence which the director has at his disposal leads him to believe that the registrant is not qualified for the position. The latter contends, however, that the institution permitted him to pursue and complete the teacher training course, permitted him to register with the placement office (in some cases accepted a registration fee from him), and is obligated, therefore, to nominate him for any position that he believes he is qualified to fill.

In such a case, there are three procedures open to the placement officer. He may disregard the welfare of society and do all he can to place the registrant in the position. Such a procedure

could be defended only on the grounds that the immediate interests of the registrant are paramount. At the other extreme, the director may refuse to nominate the registrant or to have anything to do with the case. Such a procedure as this could be defended provided the director were absolutely certain that the registrant is not qualified for the position, because it would be unfair to him and to all parties concerned to permit him to accept a position for which he is not prepared. In view of the fact, however, that the director may be mistaken in his analysis of the qualifications of the registrant, he may well send the credentials to the employer with a statement to the effect that such action does not imply the nomination of the candidate for the position. In this way the employer, who knows better than any one else what the requirements of the position are, will have an opportunity to consider the recommendations and qualifications of one who believes he is qualified to fill the position. At the same time the placement office is attempting to safe-guard the interests of all parties by refusing to nominate a candidate for a position for which the director believes him to be unqualified.

To say that the placement office should consider of paramount importance the welfare of the children who are to be taught, and thereby protect the best interests of all parties concerned in placement, is not only a reasonable statement to make in the light of the arguments presented, but it is supported by the majority of placement directors. (See page 53).

In formulating the principles to guide in teacher placement work, it is assumed that these propositions will be accepted: (1) Ideally, teacher placement should be recognized as a part of a personnel program which contacts the student before he reaches the institution and follows him in his position after he has completed his training. (2) It is the duty of the institution which prepares teachers to assist its students in securing positions for which they are prepared. (3) The interests of all parties concerned in the placement program can best be protected if the placement office considers of paramount importance the welfare of the children who are to be taught. While it is recognized that uniform procedures cannot be followed in all institutions because of local conditions, certain principles should underlie all placement work.

The practices which now prevail in the educational institutions, as revealed in this investigation, serve as a point of departure in formulating these principles. The fact that the majority of institutions follow a certain procedure does not necessarily mean that this procedure should be followed. It does mean, however, that those institutions with freedom to change their practice if they so desire, probably follow that procedure because it produces results. The practice which is followed by the majority, therefore, should be examined with care before a change in procedure is recommended.

The criteria by which the principles have been formulated are:

- 1. The experience of scores of placement directors as revealed by their replies to the inquiries addressed to them, through interviews, and personal correspondence.
- 2. Recommendations of recognized authorities in the field of higher educational administration.
- 3. Recommendations of the National Vocational Guidance Association in its statement of principles.
  - 4. Logical arguments.
- I. Organization. In forming a principle to guide in the administrative organization for teacher placement, the following facts should be taken into consideration:
- 1. Educators who have devoted considerable thought to higher educational administration are almost unanimous in their recommendation that all forms of student personnel be coordinated in a central office.
- 2. Teacher placement is recognized as one function of student personnel work.
- 3. The fact that the majority of the institutions cooperating in this report delegate teacher placement to an administrative officer suggests that they probably recognize that it bears some relationship to other administrative work.
- 4. In most institutions, teacher placement alone, as an end within itself, is not of sufficient magnitude to demand a full-time director. This means that it must of necessity be combined with other work.

In crystallization of these observations, the following principle may be stated:

Teacher placement should be recognized as a part of the personnel program of the institution and should be under the supervision of the Personnel Director. In some institutions it may be necessary for him to have an assistant whose primary work will be that of assisting students in securing teaching positions. The important consideration in this respect is that some one person who is prepared for the work be responsible for seeing that students are assisted in securing positions in keeping with their training.

The principles which follow are based on the assumption that some one person in the institution, whether he be the director of personnel or a faculty member who has assumed the duties of teacher placement, is recognized as the Director of Teacher Placement. His official title is immaterial. He is designated here as the Director of Teacher Placement merely because that is what he is when he directs that phase of the personnel program.

II. FINANCIAL SUPPORT. Where possible, the placement service should be financed from sources other than registration fees charged the registrants. While it cannot be said that the revenue for the support of placement should be secured from any one source, most institutions will probably find it desirable to support it from the general income.

Approximately 90 per cent (see page 39) of the institutions provide for all or part of the expense of teacher placement from the general income, but 32.3 per cent ask the registrants to bear all or part of the expense by paying a registration fee.

Several reasons may be given for stating that a fee should not be charged students when they register with the placement office except in those institutions where a program of placement cannot be financed from other sources. In the first place, some registrants who pay a fee for the service believe that the placement office should consider their interests of paramount importance and insist that they be nominated for positions regardless of their qualifications. This makes it difficult for the director to protect the interests of all parties concerned in the placement program.

Again, the registrant should not be expected to bear all of the

expense of placement, as he must do in some institutions, when he is not the only one who derives a benefit from it. When a teacher is placed in a position for which he has been prepared, society as a whole, the employer, and the institution doing the placing derive benefits from the placement. They should be expected to bear their share of the expense. In fact, in the early days of placement offices, the employer paid one-half of the fee.

Another objection to charging a fee is that it deprives some students of the services of the placement office because they cannot afford it. This works a hardship not only on them but on the placement office as well. The student who is best qualified for a particular position might not be registered with the office and consequently would not be nominated for the position. This one reason is sufficient to support the principle that a registration fee should not be charged except in those institutions where no placement service can be rendered without such fee.

Even in those institutions where a placement program cannot be financed from the general income, the writer is of the opinion that, instead of requiring students to pay a fee when they register with the office, a better procedure would be to permit all who should do so to register with the placement office and collect a fee from those who are placed in positions. This should be a small fee and not a per cent of the salary of those placed. One objection to the plan is that the income would depend upon the number of students placed in positions and might influence the placement office to nominate registrants for positions for which they are not qualified. This objection is offset by two outstanding advantages of the plan, namely, that students would not be deprived of the service because of inability to pay the registration fee, and the office would not feel under obligation to nominate them for positions merely because they paid a fee expecting to be nominated.

In case a fee is charged, it should be as small as conditions in the institution will permit.

III. REGISTRATION FOR PLACEMENT SERVICE. a. Any student in the institution, or former student of the institution, who is eligible for an educational position should be permitted to register for placement, provided he has had a sufficient amount of work in the

institution to make it possible to arrive at a fair estimate of his potential ability as a teacher.

When a student has completed that amount of work which entitles him to teach, under the laws of the state, the placement service should be available to him. This is in keeping with the practice which now obtains in three-fourths of the institutions. It should not be the policy of the institution to restrict registration to any particular group. Some institutions restrict registration to members of the graduating class. Granting that such students are better qualified than others, it is right that the placement office should attempt to place them first. But some of the other students are going to secure positions with or without the assistance of the placement office. It might better be with the cooperation of the office because in that way the best interests of the student, the institution, the employer, and the children are more likely to be protected.

b. Students who have had no work in the institution or so little work as to prevent a reasonable estimate of their potential teaching ability should not be permitted to register for placement.

Approximately ten per cent of the institutions accept as a registrant anyone who is eligible for an educational position, irrespective of whether he has been enrolled in the institution. This is an undesirable practice. One purpose for which the placement service exists is to assist the employer in securing qualified candidates for the vacancies that exist. This is possible to the extent that the office provides the employer with the information that will make it possible for him to make a wise choice of a candidate. Such information cannot be readily collected about those registrants who have not been students in the institution. A placement director cannot be well informed about the training facilities in other institutions, he does not have direct knowledge of the personality, character, and disposition of the candidate, hence, he has no way of knowing whether he has been well trained and is adapted to a particular type of work. In addition, it may be said that that institution which accepts a student for training should assist him in securing a position for which he has been trained.

c. If no fee is charged registrants, graduating students who

expect to teach should be required to register with the placement office.

Although only 14.5 per cent of the institutions require graduating students to register, there are several advantages in this practice. A placement director cannot know the vocational intentions and desires of all of the graduates. Consequently, a very likely teaching prospect for a particular position may not be brought into touch with an employer since he is not registered with the office. On the other hand, if the director nominates for a position one who is not registered, he is likely to make mistakes because he has little or no information available on which to base his nomination. Furthermore, the follow-up program (see page 97) requires accurate and cumulative records which are impossible unless those who are teaching have been registered with the placement office.

IV. Nominations. Only those students who have majored (specialized) in the field of inquiry should be nominated for a position in that field, unless the director has reason to believe that a student who has minored in the field possesses certain personal traits which may compensate for a lack of training.

This principle seems to be adhered to by most institutions (see page 58), though there are some exceptions. When a call comes for a teacher to fill a certain position, the director should look over his list of registrants and if he has no one who has been trained for the field of inquiry, he should make no nomination. Otherwise, the placement office may be charged with attempting to "sell" its registrants. If college placement offices as a whole would refuse to nominate unqualified registrants, they would contribute a great deal to the realization of the objective toward which educational agencies are striving, namely, "a qualified teacher for every classroom in America," and would render a high type of service to school officials who employ teachers.

b. When several registrants are available for a position, the director should nominate two or three and leave the final choice to the employer.

This principle is stated in view of the fact that employers prefer

this practice<sup>34</sup>, and on the ground that most of the directors find it advisable to follow it. (See page 60).

c. When the director is in doubt as to which of two or more candidates to nominate for a position, in case it is not advisable to nominate all of them, he should go to the faculty members for assistance.

Faculty members come in close contact with the students in the classroom and are in position to give the director valuable information which he may not have recorded in his office. By seeking their advice and assistance, he will encourage them to take a more active part in the placement program.

d. It should be the policy of the placement office to refuse to nominate those who are not registered with the placement office.

Unless this principle is adhered to, unqualified candidates are likely to be nominated for some positions due to the fact that the director has inadequate information upon which to base the nominations. The director may notify a non-registrant of a vacancy and he may suggest the name of a non-registrant to an employer, but this should not be construed as a nomination for the position. A statement to this effect, and reasons therefor, should be sent to the employer and to the student involved.

V. Sending of Credentials. The credentials of a registrant should be sent to a prospective employer at the request of the employer, a member of the faculty of the institution doing the placing, or at the request of the student, provided the director is assured that the vacancy exists.

Although approximately 90 per cent of the directors send the credentials of a student to employers when requested to do so by the student, (see page 52), there are some who contend that it is an undesirable practice. The principal objection is that a student may apply for a position for which he is not qualified and by sending credentials the institution places its approval upon the application. It should be borne in mind, in this connection, that there is a difference between a nomination for a position and sending a set of credentials to an employer. The former is made when the

34. Op. cit. Brogan, Whit. p. 56.

director has been informed by the employer of a vacancy and has been asked to name some one for the position. In the latter case, the director has not been asked to nominate anyone for the vacancy, and may not know just what type of position it is. Consequently, it would not be advisable for him to nominate a registrant for it. He may, however, in fairness to all concerned, send a set of credentials to the employer with the statement that the sending of the credentials does not imply a nomination.

This principle must be followed if the interests of the registrants are to be safe-guarded. At the present time, when many applicants apply for a single position, and when commercial agencies nominate several candidates for the position, the employer does not see the necessity of notifying the placement office of the vacancy and asking for nominations. Consequently, the registrant may learn of vacancies that the placement office does not have listed. He should have a right to place his application for the position along with those from the commercial agencies and students not registered with the placement office, and should have his credentials sent. In fact, the credentials may keep some students from getting a certain position for which they apply and for which they are not qualified.

There seems to be no serious objection to sending the credentials to an employer at the request of a member of the faculty of the institution doing the placing. The objection is sometimes raised that faculty members try to place students of their departments independently of the placement office, but the evidence does not support this contention (see page 50). In some cases, a faculty member may know better than the placement officer which student should be nominated for a particular position. Again, some employers go directly to a member of the faculty for assistance in securing a teacher. In such cases, even though all placements should be cleared through a central office in order that the records might be kept straight, the faculty member has a right to request that the credentials of a student be sent to the employer, and the placement office should comply with his request.

VI. RECORDS. Such records should be kept in the placement office as will make it possible for the director to make intelligent nominations. This will include information about the registrant and information about the vacancy.

The National Vocational Guidance Association, in its Principles and Practice of Vocational Guidance, states that all available data bearing on the individual should be consulted before an attempt is made to give counsel and advice, and that the cumulative record should be begun in the kindergarten and first grade and should follow the student through the senior high school and college.

A record should be kept of the number of calls received for teachers by subjects and fields for each month in the year in order that the director may give more intelligent advice to students with respect to possibilities for employment in the various fields; it should keep a record of the number of nominations made, placements effected as a result of the nominations, registrants available for positions; a record of follow-up activities, and any other items that might be helpful in keeping an accurate check on the activities during the year. Such records will prove helpful in the guidance program of the institution and in assembling information on supply and demand of teachers. This is in keeping with one of the principles of the National Vocational Guidance Association which states that adequate records should be kept of each person who uses the placement service, of employers' requisitions, of the results of visits to firms, daily reports, and all information which accumulates concerning occupational conditions.

VII. PREPARATION OF THE PLACEMENT DIRECTOR. a. Academic Preparation. The placement director should have at least one year of training in advance of the bachelor's degree, preferably in the field of Education.

Collegiate training will not guarantee success as a placement director, but other things being equal, the director who has had at least one year of training in advance of the bachelor's degree is better prepared for his work than the person who has had no training beyond the undergraduate level. Since his work has to do with teachers and placing them in positions for which they are qualified, he should be thoroughly familiar with the field of Education. By this is meant that he should have an understanding of the field of service open to teachers and the major problems that they must face in each of the fields. Probably the most economical and satisfactory way in which he can secure such training is through pursuing courses that have been organized for the purpose in some

Graduate School of Education. The typical director has had one year of such training and has credit for 47 semester hours of Education.

An understanding of the problems to be faced by the prospective teacher can hardly come unless the director has experience as a teacher. This experience should preferably be in the public schools. (See pages 83-90).

It is understood, of course, that if the placement director is director of personnel as a whole, he should have the preparation that is recommended for a personnel director.

VIII. Duties. The duties of the placement director will depend upon the policy of the institution as to personnel administration. In general it may be said that the one who assists students in securing teaching positions may well teach or supervise teaching part of the time in order to keep in touch with the problems of the teacher, and he should be responsible for the follow-up program of the institution. (See pages 93-99). Again, this is in keeping with a principle of the National Vocational Guidance Association which states that for several years after leaving school or college, students should be encouraged to keep in touch with the vocational and employment counselors of the educational institution which they last attended. It is also in keeping with the recommendation made by Townsend<sup>35</sup> based upon the opinion of his jury of 52 experts.

Where the institution is not large enough to demand other placement directors, the teacher placement director should have charge of assisting students to secure positions other than educational, part time positions, and positions for summer work. Since he is placing students in teaching positions and is experienced in placement methods, he is the logical person in the institution to have charge of other placement work.

35. Op. cit. Townsend, M. E. p. 66.

## APPENDIX A

## INQUIRY I

The following inquiry was addressed to 715 college and university presidents in the United States who had expressed a willingness to cooperate in the National Survey of the Education of Teachers.

# United States Department of the Interior OFFICE OF EDUCATION WASHINGTON

National Survey of the Education of Teachers:

1.

#### A STUDY OF THE PLACEMENT OF TEACHERS

L.	On an average for the past five years, about how many students, graduate and undergraduate, from your institution have entered some phase of educational work, teaching or administrative, the first year after leaving the institution? (Check the correct answer).					
2.	() None; () 25 or fewer; () 25-50; () 50 or more In some institutions a committee is responsible for the placing of students in teaching positions. In others some department or some faculty member is responsible. What is the administrative organization in your institution for teacher placement?					
	()	We have no organized teacher placement.				
	()	One of our faculty members gives part time to teacher placement.				
	()	A department of the college (e. g. the education department) supervises the work, the teachers in the department giving part time to teacher placement.  Name of this department				
	()	A faculty committee, the members of which give part time to placement duties, supervises teacher placement.				
	()	An administrative officer (e. g. the dean, registrar, secretary) gives part time to teacher placement.				
	()	We have a placement office or bureau with a full time executive in charge whose primary work is that of teacher placement.				
	()	Any other?				
		440				

3.	Please give the name and official title of the person in your institution who is most familiar with the details of the placement of your students in teaching positions and to whom we should write for more detailed information concerning teacher placement.
	Name of person
	Official title
	Signature of President
	Institution
	Location: CityState

## APPENDIX B

#### INQUIRY II

The following inquiry was addressed to 355 placement directors in those institutions whose presidents reported an organized form of teacher placement and as many as 25 students prepared for and entering the teaching profession each year during the past five years.

# United States Department of the Interior Office of Education Washington

National Survey of the Education of Teachers:

#### A STUDY OF THE PLACEMENT OF TEACHERS

To directors of teacher placement:

Please answer all of the questions if possible, but should you be unable to answer some of them answer as many as you can. Answers may be indicated by checking (X) or by inserting the answer in the space provided.

	Your Name	Institution	City	State
1.	Of all the time which per cent do you give placement?	n you devote to e to the duties nt first semeste	connected with	TEACHER

2. If you give only part time to teacher placement, do you have, in your opinion, as much time for work as it should receive? Yes (.....); No (.......).

per cent second semester, term, or session.

per cent third term or session.

3. If other faculty members give part or all of their time to Teacher placement, give title, approximate per cent of time devoted to placement duties, and number of months they serve.

	Title	Per Cent of Time	Months
4.	stenographers, do assistants?	me office assistants, such you have?	How many part time ime assistants would
5.	to carry on TEAC salaries—estimate to teacher placem	imate that it costs your CHER placement work? when faculty member tent—office supplies, tr	(You should include gives part time only
6.	finance teacher p () General; from this source; () Registrat this fee per regis; How much is obt () Per cent the salary? source? \$	administrative fund. H? \$	Tow much is obtained rants. How much is ? \$ed. What per cent of s obtained from this
7.	bureau? () All stude who are eligible () Graduati () Former s () Any one	d to register with the ents enrolled in the colle for teaching positions ing students only. Students or alumni.  (including students or who is eligible for an	ege, full or part time, n any state.
8.	Are all students cational position	in your institution whomas REQUIRED to register) No ().	are eligible for edu-

Are all graduating students who are eligible for educational positions REQUIRED to register with the placement office? Yes (......) No (......) About what per cent of the students who apply for admission to your college are admitted?.....%. 10.

9.

11.	After being admitted to the institution, are all students who desire to do so, permitted to pursue the teacher training course? Yes () No ().  If not, what method do you use to determine who shall be permitted to pursue it?
12.	Does your institution use any method by which probable teaching failures are deflected from the teacher training course? Yes () No (). If yes, briefly explain method used.
13.	After permitting a student to register in the placement office, do you consider it your responsibility or duty to recommend him for a position?
14.	Do you nominate for positions students who are not registered with the placement office?  () Often () Sometimes () Almost never.
15.	What part does the instructional staff play in nominating or recommending students for positions?  () Instructors are generally consulted or asked to suggest names before nominations are made.  () Instructors are consulted when office is in doubt as to which student or students to nominate.  () The office makes practically all nominations without assistance from instructors.
16.	Do you send the credentials of a student to school officials: At the request of the student? Yes () No () At the request of a member of your faculty? Yes () No ().
17.	Are placements effected by faculty members independently of the placement office?  () Almost never, policy being to make placements through office.  () Occasionally, but not as a general practice.  () Often; faculty members take the initiative.
18.	A placement office can serve any or all of four groups. Number these from 1 to 4, assigning number 1 to the group which is considered FIRST in importance in your placement service, number 2 to second, etc.  () The registrants.  () The employers.  () The children to be taught.  () The college doing the placing.

19.	What means do you employ to inform school officials of your placement service?  () None.  () Statement in college catalog.  () Attend educational meetings; visit in field.  () Occasional newspaper and magazine articles about service.  () Send college bulletin explaining service. How many per year?  () Send form letter explaining service. How many per year?  () Advertise in newspapers or magazines.  () Any other?
20.	What information about the registrants do you have recorded in your office?  () Institutions attended.  () Courses taken in college.  () Grades made in college.  () Extra-curricular activities.  () Teaching experiences.  () Health record.  () Photograph.  () Practice teaching record.  () Letters of recommendation from instructors.  () Letters of recommendation from others.  () Intelligence test scores.  () Any other?
21.	In case you have a request for a teacher of a particular subject, e. g., history teacher in high school, and you have no registrant available who majored in that subject, what disposition do you make of it as a general rule?  () Make no nomination.  () Nominate only those students who minored in subject.  () Nominate students who majored or minored in subjects most closely related to field of inquiry.  () Any other?
22.	In case you have several registrants who would qualify for a position, do you nominate one student only? Yes () No () Nominate more than one and let employer make final choice? Yes () No. (). In the latter case, how many do you generally nominate?
23.	Give below your record of placement from Sept. 1, 1930 to Sept. 1, 1931, or from July 1, 1930 to July 1, 1931. (Your records may be such that it is more convenient for you to give the data for one period than for the other).

Number
•

Total resident enrollment in college graduate and undergraduate (no student counted twice)

# NUMBER OF NEW REGISTRANTS WHO PREFERRED POSITIONS IN THE FIELDS INDICATED AND THE FIELD IN WHICH THEY SECURED POSITIONS

	Number Pre-	Number Securing Positions in Various Fields					
FIELDS	ferring position X	Kind.	Prim.	Elem.	Jr. Hi.	Sr. Hi.	Not Placed
Kindergarten							
Primary						-	
Elementary						-	
Junior High							
Senior High							

X Indicates first preference only.

#### APPENDIX C

## INQUIRY III

The following inquiry was addressed to those placement directors whose titles, as reported by the presidents of the cooperating institutions, indicated that their primary work was that of teacher placement, or to directors in those institutions where a placement office was maintained with a full-time executive in charge of teacher placement. The list included directors in 59 state teachers colleges, 7 state normal schools, 31 liberal arts colleges, and 30 universities.

The questions which follow call for information relative to the preparation of placement directors and their work. Neither individuals nor institutions will be identified.

24.	where were you born? City
	StateNation
25.	How old are you? Are you married? Yes ()
	No () Sex: M. () F. ().
26.	What is the highest level of your training?
	() Four years of high school.
	() One year of college.
	() Two years of college.
	() Three years of college.
	() Four years of college.
	() One year of graduate work.
	() Two years of graduate work.
	() Three years of graduate work.
27.	In what type institution did you receive your bachelor's degree?
	() State or city teachers college.
	() Private teachers college.
	() State college or university.
	() City college or university.
	() State college for women.
	() Other state supported college.
	() Private college or university.
	Name of institution
28.	In what institution did you receive your master's degree?
	Name of institutionDate
29.	In what institution did you receive your doctor's degree?
	Name of institutionDate
30.	If you hold any other degrees, give the name, the institution
	conferring, and the date when conferred.
	DegreeInstitution
	Date

	DegreeInstitution
	Date
31.	How many semester hours (a semester hour being equivalent to one hour of recitation per week for 18 weeks) of credit have you had in courses in "education"?
32.	Give below the titles (not number) of the courses which you have had which were listed under the general headings of "Personnel," "Guidance," "Counseling," or "Placement," and the other information called for.

Titles of Courses	Institution	Year Taken	Sem. Hrs.

33. Give below your complete teaching and administrative experience, including your present position and the current academic year.

	Loca	ation	D	ate	Title
Institution	City	State	From	То	e. g. Instructor, Dean, Prof., Eng.
			-		

34. Give below your complete experience as a placement officer, if not fully indicated above.

		All	DIVDIZ	<b>L</b>			14	
		Date						
Name of Institution		From To		Check Which				
				Full Tir	ne ()	Part Tir	me (	
				Full Ti	me ()	Part Tir	me (	
				Full Ti	me ()	Part Ti	me (	
35.	What is your present ANNUAL salary? (Include the est mated value of any additional compensation such as boar and room). \$							
36.	Do you teach in addition to performing the duties incident t teacher placement? Yes () No (). If yes, who subject?							
37.	What academic rank do you hold, if any?							
	() Instructo () Assistant () Associate () Professor () Other.	professo professo						
38.	Do you hold an administrative position other than director of teacher placement? (e. g., dean of men, director of personnel, registrar, etc.) Yes () No ().							
39.	Approximately heach of the follow (2) the second sor session; and (4)	wing: (1) emester,	the fir term or	st semes session	ter, terr	n, or se	ession	
	Itama			1	Session			
	Item			(1)	(2)	(3)	(4)	
Tea	ching							
Dut	ies of TEACHER p	olacement						
Dut	ies incident to OTF	HER plac	ement					
Oth	or nurely administ	rativa du	ioa					

All other college duties

40.	Are you a member of one or more standing committees of the faculty? Yes () No (). If yes, give the names and frequency of meeting.  Committee No. of meetings a year
41.	Is the placement service in your institution operating during the entire year? Yes () No (). If not, during what months it is NOT operating?
42.	Does your college have an organized program of vocational guidance in addition to that rendered incidentally through the placement service? Yes () No (). If yes, are you responsible for the program? Yes () No ().
43.	Does your college have an organized program of follow-up of

teachers in service to determine their success?
Yes (......) No (......). If yes, are you responsible for this program? Yes (......) No (......).

44. Is your office responsible for:

Placing students in positions other than educational?
Yes (......) No (......).
Placing students in part time positions?
Yes (......) No (......).
Placing students in positions for summer work?
Yes (.......) No (.......).

45. Please enclose any pamphlet or other material you have telling about the organization, administration, and policies of your placement office or bureau.

#### APPENDIX D

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